UNIVERSITY OF OREGON

Catalog 2013–14

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Corrections to the catalog text may be sent to the editor at sskelton@uoregon.edu. Updates to the online catalog are usually made once a year, in midsummer. Small corrections are made at the discretion of the editor, and are restricted to faculty and department head changes and minor course corrections (tweaks to a course description, pre- and corequisite information). Major course changes (course title and number, credits, course description overhaul, aspects of repeatability) must be reviewed and approved by the University of Oregon Committee on Courses before such changes can be made. No changes may be made to graduation requirements until the yearly update that precedes the coming academic year.

Welcome to the Online UO Catalog

Use the links in the left-hand menu of this page to navigate to information on courses and graduation requirements for specific departments or programs. For instance, if you want to find information on the biology curriculum, click on the "College of Arts and Sciences" link. When that page comes up, use the right-hand "College Departments" menu to locate "Biology," and click on that link.

When using the search function, try to keep your search words as specific as possible.

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Welcome

Equal Opportunity

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 677 E. 12th Ave., Suite 452, 5221 University of Oregon, Eugene, Oregon 97403-5221; telephone 541-346-3123.
This publication will be made available in accessible formats upon request. Call the Office of Communications-Design and Editing Services, 541-346-5396.

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

Inspiration and Discovery

Generations of leaders and citizens have studied at the University of Oregon since it opened in 1876. Today's students, like the 200,000 alumni before them, have access to the most current knowledge in lectures, laboratories, and seminars conducted by active researchers. By sharing their research through teaching, faculty members are better able to articulate their findings and to integrate their specialized studies with broader areas of knowledge.

University of Oregon students select courses from departments and programs in the College of Arts and Sciences and from six professional schools and colleges and the Robert Donald Clark Honors College. Some 1,360 full-time faculty members and 1,470 graduate and research assistants serve as mentors, colleagues, and friends to the 24,591 undergraduate and graduate students enrolled at the university.

Although most students are from Oregon, 36 percent are from other states and nearly 10.4 percent from other countries. The mix of backgrounds gives students a chance to know people they might not meet otherwise-a real

asset in a world where national and international relations influence everyday life.
Teaching, research, and a spirit of sharing are characteristics of the campus community. Faculty members and students engage in research programs that bring to the university approximately $110.6 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 seven 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 Academic Extension, 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 more than four decades, the Oregon Bach Festival has offered an annual program of concerts and master classes to music lovers in the Pacific Northwest. The UO's classical music radio station, KWAX-FM, is an affiliate of the Public Radio International Classical 24. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities and cybercasts entertain listeners around the world.

The university's presence is evident at its off-campus facilities-Pine Mountain Observatory in Central Oregon near Bend-and its academic programs in Portland, Central Oregon, and at the coastal Oregon Institute of Marine Biology in Charleston. Access is enabled through several online and hybrid programs.

The university is one of the largest and most stable employers in the state, employing more Oregonians than any firm in the *Oregon Business Magazine's* list of top 150 private companies. The UO directly and indirectly supports 13,247 jobs in Oregon, with associated household earnings of $658 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 the present, with the new Cheryl Ramberg Ford and Allyn Ford Alumni Center, Matthew Knight Arena, John E. Jaqua Academic Center for Student Athletes, and Global Scholars Hall.

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

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

Campus athletic facilities include the 54,000-seat Autzen Stadium, the Len Casanova Athletic Center, Ed Moshofsky Sports Center, Papé Field, McArthur Court, Hayward Field's all-weather track, the Bowerman Family Building, the Student Recreation Center, the Matthew Knight Arena, and open-air and covered tennis courts.

Student-guided tours of the university are available Monday through Friday. Tours may be arranged by calling 541-346-3014. Campus maps and pamphlets describing university programs, answers to questions about services and office locations, and general information about the university are available at the campus visits desk in the lobby of Oregon Hall.

The university's website has daily news updates and information about programs and events: www.uoregon.edu.

Accreditation

The University of Oregon was elected to membership in the Association of American Universities in 1969. The university is accredited by the Northwest Commission on Colleges and Universities and the Western Interstate

Commission for Higher Education. Individual programs in the university's professional schools and colleges are accredited by the following organizations:
Accrediting Council on Education in Journalism and Mass Communications

American Assembly of Collegiate Schools of Business

American Association of Museums

American Bar Association

American Chemical Society

American Psychological Association
750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979

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

Oregon University System

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

Matthew W. Donegan, 2013, president

Jill W. Eiland, 2013, vice president

Linda M. Ciuffetti, 2014

Brianna R. Coulombe, 2013

Allyn Ford, 2013

Orcilia Z. Forbes, 2014

Farbodd A. Ganjifard, 2013

James L. Francesconi, Portland, 2016

Farbodd A. Ganjifard, Portland, 2013

Paul J. Kelly Jr., Portland, 2015

James E. Middleton, Bend, 2016

Emily J. Plec, Monmouth, 2013

Kirk E. Schueler, Bend, 2013

David V. Yaden, Portland, 2016

Administrative Staff

George Pernsteiner, chancellor

Bridget Burns, chief of staff, Portland

Ryan Hagemann, legal counsel, Portland

Charles Triplett, board secretary, State Board of Higher Education, Portland

Marcia Stuart, associate board secretary, State Board of Higher Education, Eugene

Jay Kenton, vice chancellor of finance and administration, Corvallis

Melody Rose, vice chancellor of academic strategies, Portland

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
Robert Davies, president

Oregon Institute of Technology, Klamath Falls
Christopher Maples, president

Oregon State University, Corvallis
Edward Ray, president

Portland State University, Portland
Wim Wiewel, president

Southern Oregon University, Ashland
Mary Cullinan, president

University of Oregon, Eugene
Michael Gottfredson, president

Western Oregon University, Monmouth
Mark D. Weiss, interim president

Affiliated Institution

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

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.

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

Undergraduate Students

1. To receive an undergraduate degree, a student must have satisfied, at the time of graduation, all requirements for the degree listed in one of the following:

a. the unexpired catalog in effect when the student was first admitted and enrolled at the University of Oregon
or

b. any subsequent catalog that has not yet expired

2. To fulfill major or minor program requirements, a student must complete the requirements in effect:

a. when the student first declared the major or minor

or

b. when the student changed to a different major or minor

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

Graduate Students

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

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

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

Colleges and Schools

A&AA-School of Architecture and Allied Arts
BUS-Charles H. Lundquist College of Business

CAS-College of Arts and Sciences

ED-College of Education

GRAD-Graduate School

HC-Robert Donald Clark Honors College

J&C-School of Journalism and Communication

LAW-School of Law

MUS-School of Music and Dance

Undergraduate Majors

Accounting (BUS) BA, BS
Anthropology (CAS) BA, BS
Architecture (A&AA) BArch
Art (A&AA) BA, BS, BFA
Art history (A&AA) BA
Asian studies (CAS) BA
Biochemistry (CAS) BA, BS
Biology (CAS) BA, BS
Business administration (BUS) BA, BS
Ceramics (A&AA) BFA
Chemistry (CAS) BA, BS
Chinese (CAS) BA
Cinema studies (CAS) BA
Classics (CAS) BA
Communication disorders and sciences (ED) BA, BS
Comparative literature (CAS) BA
Computer and information science (CAS) BA, BS
Dance (MUS) BA, BS
Digital arts (A&AA) BA, BS, BFA
Economics (CAS) BA, BS
Educational foundations (ED) BA, BS, BEd
Educational studies (ED) BA, BS, BEd
English (CAS) BA
Environmental science (CAS) BA, BS
Environmental studies (CAS) BA, BS
Ethnic studies (CAS) BA, BS
Family and human services (ED) BA, BS, BEd
Fibers (A&AA) BFA
Folklore (CAS) BA
French (CAS) BA
General science (CAS) BA, BS
General social science (CAS) BA, BS
Geography (CAS) BA, BS
Geological sciences (CAS) BA, BS
German (CAS) BA
History (CAS) BA, BS
Humanities (CAS) BA
Human physiology (CAS) BA, BS
Interior architecture (A&AA) BIArch

International studies (CAS) BA, BS
Italian (CAS) BA
Japanese (CAS) BA
Journalism (J&C) BA, BS
Journalism: advertising (J&C) BA, BS
Journalism: communication studies (J&C) BA*inactive*, BS*inactive*
Journalism: media studies (J&C) BA, BS
Journalism: public relations (J&C) BA, BS
Judaic studies (CAS) BA
Landscape architecture (A&AA) BLA
Latin American studies (CAS) BA
Linguistics (CAS) BA
Marine biology (CAS) BA, BS
Material and product studies (A&AA) BA, BS
Mathematics (CAS) BA, BS
Mathematics and computer science (CAS) BA, BS
Medieval studies (CAS) BA
Metalsmithing and jewelry (A&AA) BFA
Music (MUS) BA, BS
Music composition (MUS) BMus
Music education (MUS) BMus *inactive*
Music: jazz studies (MUS) BMus
Music performance (MUS) BMus
Music: preteacher licensure (MUS) BMus
Painting (A&AA) BFA
Philosophy (CAS) BA, BS
Photography (A&AA) BFA
Physics (CAS) BA, BS
Planning, public policy and management (A&AA) BA, BS
Political science (CAS) BA, BS
Printmaking (A&AA) BFA
Product design (A&AA) BFA
Psychology (CAS) BA, BS
Religious studies (CAS) BA, BS
Romance languages (CAS) BA
Russian and East European studies (CAS) BA
Sculpture (A&AA) BFA
Sociology (CAS) BA, BS
Spanish (CAS) BA
Theater arts (CAS) BA, BS
Women's and gender studies (CAS) BA, BS

Undergraduate Minors

African studies (CAS)
Anthropology (CAS)
Arabic studies (CAS)
Architecture (A&AA)
Art (A&AA)
Art history (A&AA)
Biochemistry (CAS)
Biology (CAS)
Business administration (BUS)
Chemistry (CAS)
Chinese (CAS)
Comics and cartoon studies (CAS)
Communication studies (J&C) *inactive*
Community arts (A&AA)
Comparative literature (CAS)
Computer and information science (CAS)
Computer information technology (CAS)
Creative writing (CAS)
Dance (MUS)
East Asian studies (CAS)

Economics (CAS)
English (CAS)
Environmental studies (CAS)
Ethnic studies (CAS)
European studies (CAS)
Folklore (CAS)
French (CAS)
Geography (CAS)
Geological sciences (CAS)
German (CAS)
German studies (CAS)
Greek (CAS)
Historic preservation (A&AA)
History (CAS)
Interior architecture (A&AA)
Italian (CAS)
Japanese (CAS)
Judaic studies (CAS)
Landscape architecture (A&AA)
Latin (CAS)
Latin American studies (CAS)
Linguistics (CAS)
Mathematics (CAS)
Media studies (J&C)
Medieval studies (CAS)
Multimedia (A&AA)
Music (MUS)
Native American studies (CAS)
Nonprofit administration (A&AA)
Peace studies (CAS)
Philosophy (CAS)
Physics (CAS)
Planning, public policy and management (A&AA)
Political science (CAS)
Psychology (CAS)
Queer studies (CAS)
Religious studies (CAS)
Russian and East European studies (CAS)
Scandinavian (CAS)
South Asian studies (CAS)
Southeast Asian studies (CAS)
Spanish (CAS)
Special education (ED)
Theater arts (CAS)
Women's and gender studies (CAS)
Writing, public speaking, and critical reasoning (CAS)

Graduate Majors

Accounting (BUS) MActg, PhD
Anthropology (CAS) MA, MS, PhD
Applied information management. See Interdisciplinary studies: applied information management
Applied physics (CAS), MS
Architecture (A&AA) MArch, MS, PhD
Art (A&AA) MFA
Art history (A&AA) MA, PhD
Arts management (A&AA) MA, MS
Asian studies (CAS) MA; MS *inactive*
Biology (CAS) MA, MS, PhD
Chemistry (CAS) MA, MS, PhD
Classics (CAS) MA
Communication disorders and sciences (ED) MA, MS, PhD
Community and regional planning (A&AA) MCRP
Comparative literature (CAS) MA, PhD

Computer and information science (CAS) MA MS, PhD
Conflict and dispute resolution (LAW) MA, MS
Counseling, family, and human services (ED) MA, MS, MEd
Counseling psychology (ED) DEd, PhD
Creative writing (CAS) MFA
Critical and sociocultural studies in education (ED) PhD
Curriculum and teacher education (ED) MS
Curriculum and teaching (ED) MEd
Dance (MUS) MA, MS, MFA
Decision sciences (BUS) MA, MS, PhD
East Asian languages and literatures (CAS) MA, PhD
Economics (CAS) MA, MS, PhD
Educational leadership (ED) MA, MS, MEd, DEd, PhD
English (CAS) MA, PhD
Environmental and natural resources law (LAW) LLM
Environmental sciences, studies, and policy (CAS) PhD
Environmental studies (CAS) MA, MS
Finance (BUS) MA, MS, PhD
Folklore (CAS) MA, MS
French (CAS) MA
General business (BUS) MBA
Geography (CAS) MA, MS, PhD
Geological sciences (CAS) MA, MS, PhD
German (CAS) MA, PhD
Historic preservation (A&AA) MS
History (CAS) MA, PhD
Human physiology (CAS) MS, PhD
Interdisciplinary studies: applied information management (GRAD) MS
Interdisciplinary studies: individualized program (GRAD) MA, MS (e.g., religious studies)
Interdisciplinary studies: teaching: one subject (ED) MA *inactive*
Interior architecture (A&AA) MIArch, MS
Intermedia music technology (MUS) MMus
International studies (CAS) MA
Italian (CAS) MA
Journalism (J&C) MA, MS
Journalism: advertising (J&C) MA, MS
Journalism: magazine (J&C) MA, MS
Journalism: multimedia (J&C) MA, MS
Journalism: news-editorial (J&C) MA, MS
Landscape architecture (A&AA) MLA, PhD
Law (LAW) JD
Linguistics (CAS) MA, PhD
Management (BUS) MA, MS, PhD
Marketing (BUS) MA, MS, PhD
Mathematics (CAS) MA, MS, PhD
Media studies (J&C) MA, MS, PhD

Multimedia journalism (J&C) MA, MS
Music composition (MUS) MMus, DMA, PhD
Music: conducting (MUS) MMus
Music education (MUS) MMus, PhD
Music: jazz studies (MUS) MMus
Musicology (MUS) MA, PhD
Music performance (MUS) MMus, DMA
Music: piano pedagogy (MUS) MMus
Music theory (MUS) MA, PhD
Nonprofit management (A&AA) MNPM
Philosophy (CAS) MA, PhD
Physics (CAS) MA, MS, PhD
Political science (CAS) MA, MS, PhD
Psychology (CAS) MA, MS, PhD
Public administration (A&AA) MPA
Romance languages (CAS) MA, PhD
Russian and East European studies (CAS) MA

School psychology (ED) MA, MS, MEd, PhD
Sociology (CAS) MA, MS, PhD
Spanish (CAS) MA
Special education (ED) MA, MS, MEd, DEd, PhD
Special education: rehabilitation (ED) DEd, PhD
Strategic communication (J&C) MA, MS
Theater arts (CAS) MA, MS, MFA, PhD

Graduate Specializations

Food studies (CAS)
Neuroscience (CAS)
Prevention science (ED)
Sustainable business practices (BUS)

Certificates

Communication disorders (ED) graduate
Communication ethics (J&C) graduate
Continuing administrator-superintendent (ED) graduate
Early childhood (ED) graduate inactive
Early childhood-elementary special education (ED) graduate
Effective fall 2012, students will no longer be admitted to this certificate program
Early intervention-early childhood special education (ED) graduate
Ecological design (A&AA) graduate
Elementary (ED) graduate
English speakers other languages (ED) graduate
English speakers other languages-bilingual (ED) graduate
Film studies (CAS) undergraduate
Folklore (CAS) undergraduate
Global management (BUS) undergraduate
Initial administrator (ED) graduate
Integrated teaching (ED) graduate
Middle-secondary education (ED) graduate
Middle-secondary special education (ED) graduate
Effective fall 2012, students will no longer be admitted to this certificate program
Museum studies (A&AA) graduate
Music education (ED) graduate
New media and culture (J&C) graduate
Nonprofit management (A&AA) graduate
Online learning (ED) graduate
Oregon leadership in sustainability (A&AA) graduate
Reading education teaching (ED) graduate inactive
Russian and East European studies (CAS) undergraduate inactive, graduate
School psychology (ED) graduate
Second-language acquisition and teaching (CAS) undergraduate
Technical teaching in architecture (A&AA) graduate
Women's and gender studies (CAS) graduate
Writing, public speaking, and critical reasoning (CAS) undergraduate

Majors, Minors, Options

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

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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. The academic year is divided into three terms (fall, winter, spring) and one summer session.

Where to Find It

This catalog has three sections. The first section contains information about the academic calendar, admission, registration, tuition and fees, financial aid and scholarships, employment, housing, and academic and career planning. The second (or curriculum) section describes all the university's academic programs in detail: faculty members, degree and nondegree programs, and course listings. This section begins with **Graduate Studies** and ends with the six professional schools and colleges. The final section contains academic resources and student services.

Definitions

The academic terms defined in the following list are used throughout this catalog.

Certificate. A formal document that recognizes academic achievement in a specific discipline-usually as an adjunct to an undergraduate or graduate degree program, and only for students in an admitted status. Stand-alone noncredit certificates are offered through Academic Extension to all students.

Colloquium. An academic meeting or assembly for discussion, sometimes led by a different lecturer speaking on a different topic at each meeting; a seminar with consultation, report, and exchange.

Competency. A specific skill in a specific area.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

License. See **Endorsement**.

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

Minor. A secondary undergraduate field of specialized study.

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

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

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

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

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

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

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

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

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

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

1 semester credit. One semester credit equals one and one-half quarter (or term) credits.

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

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

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

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

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

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

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

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

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

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

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

Courses

Abbreviations

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

Sample Course Listings

The following examples are from Biology (BI):

122 *[BI lower-division course number]* **Introduction to Human Genetics** *[course title]* **(4)** *[course credits]* Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. Lectures, discussions. *[course description]*

423/523 *[BI upper-division/graduate course numbers]* **Human Molecular Genetics** *[course title]* **(4)** *[course credits]* Advanced topics in genetics that relate to human development and disease. The human genome, sex determination, X-chromosome inactivation, chromosomal abnormalities, trinucleotide repeat expansions, cancer. *[course description]* Prereq: BI 320. *[course prerequisite]*

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

Subject Codes

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

AA Allied Arts (Portland)
AAA Architecture and Allied Arts
AAAP Architecture and Allied Arts: Historic Preservation
AAD Arts and Administration
ACTG Accounting
AEIS Academic English for International Students
AFR African Studies
AIM Applied Information Management
ANTH Anthropology
ARB Arabic
ARCH Architecture
ARH Art History
ART General Art
ARTC Art: Ceramics
ARTD Art: Digital Arts
ARTF Art: Fibers
ARTM Art: Metalsmithing and Jewelry
ARTO Art: Photography
ARTP Art: Painting
ARTR Art: Printmaking
ARTS Art: Sculpture
ASIA Asian Studies
ASL American Sign Language
ASTR Astronomy
BA Business Administration
BE Business Environment
BI Biology
CAS College Scholars Colloquium
CDS Communication Disorders and Sciences
CFT Couples and Family Therapy
CH Chemistry
CHN Chinese

CINE Cinema Studies
CIS Computer and Information Science
CIT Computer Information Technology
CLAS Classics
COLT Comparative Literature
CPSY Counseling Psychology
CRES Conflict and Dispute Resolution
CRWR Creative Writing
DAN Professional Dance
DANC Introductory Dance
DANE Danish
DSC Decision Sciences
EALL East Asian Languages and Literatures
EC Economics
EDLD Educational Leadership
EDST Education Studies
EDUC Education
ENG English
ENVS Environmental Studies
ES Ethnic Studies
EURO European Studies
FHS Family and Human Services
FIN Finance
FINN Finnish
FLR Folklore
FR French
GEOG Geography
GEOL Geological Sciences
GER German
GRK Greek
HC Honors College
HIST History
HPHY Human Physiology
HUM Humanities
IARC Interior Architecture
INTL International Studies
IST Interdisciplinary Studies
ITAL Italian
J Journalism
JDST Judaic Studies
JPN Japanese
KRN Korean
LA Landscape Architecture
LAS Latin American Studies
LAT Latin
LAW Law
LERC Labor Education and Research Center
LIB Library
LING Linguistics
LT Language Teaching
MATH Mathematics
MDVL Medieval Studies
MGMT Management
MIL Military Science
MKTG Marketing
MUE Music Education
MUJ Music: Jazz Studies
MUP Music Performance
MUS Music
NORW Norwegian
OLIS Oregon Leadership in Sustainability
OACT Overseas Studies: American Council of Teachers of Russian [Russia]
OADE Overseas Studies: Adelaide, University of Adelaide [Australia]
OAKI Overseas Studies: Akita International University, Japan
OANG Overseas Studies: Angers, NCSA Program [France]

OATH Overseas Studies: Athens, Greece
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]
OCAM Overseas Studies: Cambridge International Summer School, England
OCBS Overseas Studies: Copenhagen Business School, Denmark
OCFP Overseas Studies: Chinese Flagship Program
OCHA Overseas Studies: Prague, Charles University [Czech Republic]
OCIE Overseas Studies: Council for International Educational Exchange
OCUR Overseas Studies: Curtin University [Australia]
ODIS Overseas Studies: Copenhagen, Denmark's International Study Program
ODUB Overseas Studies: Dublin, Ireland
OEWH Overseas Studies: Seoul, Ewha Womans University [Korea]
OGAL Overseas Studies: Galway, Ireland
OGHA Overseas Studies: Journalism Program, Accra, Ghana
OHAN Overseas Studies: Hanoi, Hanoi University [Vietnam]
OHAU Overseas Studies: Hanyang University, Seoul, South Korea
OHKU Overseas Studies: University of Hong Kong
OHOU Overseas Studies: Hokkaido University, Sapporo, Japan
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, NICSA Program [England]
OLYO Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]
OMAL Overseas Studies: Malang, Institut Keguran Dan Ilmu Pendidikan [Indonesia]
OMCT Overseas Studies: Macerata, Italy
OMEI Overseas Studies: Tokyo, Meiji University [Japan]
OMOR Overseas Studies: Morelia, Mexico
ONTU Overseas Studies: National Taiwan University
ONUS Overseas Studies: National University of Singapore
OOVI Overseas Studies: Oviedo, Spain
OPAV Overseas Studies: Pavia, University of Pavia [Italy]
OPDG Overseas Studies: Paderno del Grappa, Italy
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]
OROS Overseas Studies: Rosario, Argentina
OSAS Overseas Studies: Semester at Sea
OSEG Overseas Studies: Segovia, Spain
OSEN Overseas Studies: Tokyo, Senshu University [Japan]
OSIE Overseas Studies: NICSA Program [Italy]
OSIP Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
OSIT Overseas Studies: School for International Training
OSLO Overseas Studies: University of Oslo, Norway
OSSP Overseas Studies: Senegal Summer Program, Dakar, Senegal
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]
OUOT Overseas Studies: University of Otago, Dunedin, New Zealand
OUPP Overseas Studies: Uppsala, University of Uppsala [Sweden]
OVAL Overseas Studies: Valdivia, Chile
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]
PD Product Design
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
PORT Portuguese
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
SWAH Swahili
SWED Swedish
TA Theater Arts
TLC University Teaching and Learning Center
WGS Women's and Gender Studies
WR Expository Writing

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 and Dance, professional or technical courses that apply toward professional degrees but not toward advanced academic degrees such as the MA, MS, or PhD. Both 600 and 700 numbers in the School of Music and Dance indicate graduate courses only.

Generic Courses

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

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

196 Field Studies: [Topic]
198 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
199 Special Studies: [Topic]
399 Special Studies: [Topic]
401 Research: [Topic]
402 Supervised College Teaching
403 Thesis
404 Internship: [Topic]
405 Reading and Conference: [Topic]
406 Field Studies: [Topic] or Special Problems: [Topic]
407/507 Seminar: [Topic]
408/508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
409 Practicum: [Topic] or Supervised Tutoring
410/510 Experimental Course: [Topic]
503 Thesis
601 Research: [Topic]
602 Supervised College Teaching
603 Dissertation
604, 704 Internship: [Topic]
605, 705 Reading and Conference: [Topic]
606, 706 Field Studies: [Topic] or Special Problems: [Topic]
607, 707 Seminar: [Topic]
608, 708 Workshop: [Topic] or Special Topics: [Topic] or Colloquium: [Topic]
609, 709 Practicum: [Topic] or Supervised Tutoring or Terminal Project
610, 710 Experimental Course: [Topic]
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2013-14 Academic Calendar

Fall Term 2013

Initial registration: May 20-30
Week of Welcome: September 24-29

Classes begin: September 30

Last day to drop courses without recorded "W": October 7

Last day to register or add courses: October 9

Thanksgiving vacation: November 28-29

Fall term final examinations: December 9-13

Winter vacation: December 14, 2013-January 5, 2014

Winter Term 2014

Initial registration: November 18-27

Classes begin: January 6

Last day to drop courses without recorded "W": January 13

Last day to register or add courses: January 15

Martin Luther King Jr. Day holiday: January 20

Winter term final examinations: March 17-21

Spring vacation: March 22-30

Spring Term 2014

Initial registration: February 24-March 5

Classes begin: March 31

Last day to drop courses without recorded "W": April 7

Last day to register or add courses: April 9

Memorial Day holiday: May 26

Spring term final examinations: June 9-13

Commencement Day: June 16

Summer Session 2014

Initial registration: May 5-9

Classes begin: June 23

Independence Day holiday: July 4

Eight-week session ends: August 13

Summer session final exams: August 14-15

Summer Commencement: August 16

Labor Day holiday: September 1

Eleven-week session ends: September 5

Fall Term 2014
Initial registration: May 19-29

Week of Welcome: September 23-28

Classes begin: September 29

Last day to drop courses without recorded "W": October 6

Last day to register or add courses: October 8

Thanksgiving vacation: November 27-28

Fall term final examinations: December 8-12

Winter vacation: December 13, 2014-January 4, 2015

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Admissions

Brian Henley, 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 for Fall 2014

Student Classification	Fall 2014 Enrollment
Freshman, early notification	November 1, 2013
Freshman, standard notification	January 15, 2014
University scholarship	January 15, 2014
Transfer scholarship	February 15, 2014
Transfer, early notification	March 15, 2014
International freshman	January 15, 2014
Transfer, standard notification	May 15, 2014
International transfer	May 15, 2014
Postbaccalaureate nongraduate or graduate	Thirty days before the start of the term
Graduate	Set by individual departments
	Fall 2014 Reenrollment
Graduate and undergraduate	April 20, 2014

Departmental Application Deadlines

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

Fall Term 2013	Departmental Application Deadline
Architecture, Interior Architecture, Landscape Architecture, Music, Product Design	January 15, 2014
Art, Digital Arts	February 1, 2014

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

Application Deadlines for Winter-Summer 2014

Student Classification	Winter 2014 Enrollment
All classifications	October 15, 2013
	Spring 2014 Enrollment
All classifications	February 1, 2014
	Summer 2014 Enrollment
Freshman	March 1, 2014

Transfer	April 15, 2014
Postbaccalaureate nongraduate or graduate	April 15, 2014
Graduate	April 15, 2014
International	March 15, 2014

Freshman Admission

Standard Admission Process

Through the standard admission process, applications are evaluated based on these criteria:

- Strength of academic course work
- Grades earned
- Grade trends
- Standardized test scores
- Senior-year course load
- Motivation as demonstrated in the application essay
- Extracurricular activities, including community service and the student's need to work to assist his or her family
- Ability to enhance the diversity of the university
- Academic potential
- Special talents

Extracurricular activities will be considered but will not compensate for low grades or weak course schedules.

Application Procedure

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

- Completed application for admission and a $50 nonrefundable application fee, by the standard application deadline
- Application essay
- Official high school transcript reflecting grades through at least the end of the junior year
- Official test scores, either SAT or ACT

Standard Admission Requirements

1. **Graduation from a standard or regionally accredited high school**

Applicants who graduate from a nonaccredited high school, were homeschooled, or earned a general equivalency diploma (GED) must meet the alternative admission requirements listed below.

2. **Completion of required course work**

Applicants must satisfactorily complete the following high school course work. To meet minimum admission requirements, applicants must complete fifteen units in the core areas listed below with a grade of C- or better in each course. These requirements must be completed before the student will be allowed to enroll.

English-four years. All four years should be in preparatory composition and literature, with emphasis on and frequent practice in writing expository prose

Mathematics-three years. Must include first-year algebra and two additional years of college-preparatory mathematics. An advanced mathematics course is highly recommended in the senior year. Algebra and geometry taken prior to ninth grade are acceptable. Regardless of the pattern of mathematics courses or the number of years of mathematics taken, the mathematics course work must include Algebra II (or equivalent) or higher

Science-three years. Must include a year each in two fields of college-preparatory science such as biology, chemistry, physics, or earth and physical science. One year of laboratory science is recommended

Social studies-three years. May include areas such as global studies, history, or social studies electives

Second-language proficiency. Demonstrate with one of the following:

- Two years of the same second language in high school
- Two college terms of the same second language
- Proficiency test (e.g., SAT Subject Test or BYU Foreign Language Assessment)
- Other options for meeting the second-language requirement, including American Sign Language

Exceptions to this requirement are only considered for students graduating from high schools that do not offer two years of any second language.

- Meet institutional SAT Reasoning Test or ACT requirements, with a minimum score of 470 on each of two College Board Subject Tests (Math I or IIc and a second test of the student's choice, in a subject other than mathematics)
- Take high school or college work to complete courses missed in high school. A one-term transferable college course of at least 3 credits (quarter system) is equal to one year of high school work. Applicants are strongly encouraged to contact the UO Office of Admissions to verify that the courses completed will satisfy course pattern deficiencies

An examination in a second language is strongly recommended to qualify a student for admission by meeting the second-language proficiency requirements. Students who do not take an SAT Subject Test in a second language must prove language proficiency through another approved process.

The UO offers tentative admission based on sixth or seventh semester transcripts and planned senior schedule. Final admission is granted only after the Office of Admissions has received transcripts verifying successful completion of all admission requirements and graduation.

3. **Earning a GPA of 3.00 or better on a 4.00 scale**

If the applicant's GPA is below 3.00 on a 4.00 scale, see the below alternative admission information.

4. **Submission of scores from standardized tests**

The University of Oregon accepts scores for the SAT Reasoning Test or ACT (with the optional writing component) when reported on official high school transcripts, reported by the high school counselor on the paper UO Application for Undergraduate Admission, or submitted to the Office of Admissions directly from the testing service. Test scores for applicants planning to participate in intercollegiate athletics must be received directly from the testing service.

When taking the test, applicants should list the University of Oregon as a score recipient. The school code number to use for the SAT Reasoning Test is 4846; the code for the ACT is 3498.

5. **Submission of an application essay**

The applicant is required to submit an essay on a specific subject as described in the UO Application for Undergraduate Admission. Work should reflect the applicant's own ideas and be written by the applicant alone. Ideas should be presented in a focused, thoughtful, clear, organized, and meaningful manner. Writing style should be natural, and ideas should be supported with specific examples. At least one person should edit the essay prior to submission. Maximum essay length is 500 words.

6. **Explanation of special circumstances (optional)**

Applicants whose high school or college performance was affected by any serious illness, diagnosed disability, personal difficulties, or family circumstances should provide a statement to summarize their situation. Dates should be included when applicable. Applicants who participated in a formal program to become successful in high school or prepare for the college application process should include this information. Examples of programs include, but are not limited to, ASPIRE (Access to Student Assistance Programs in Reach of Everyone), AVID (Advancement via Individual Determination), SEI (Self-Enhancement, Inc.), Trio, Upward Bound, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), or SAIL (Student Assistance in Learning). Applicants should share how their involvement with the program made a difference in their lives.

Admission Exceptions

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

Premajor Status

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

Transfer Admission

For applicants who have completed 35 or fewer quarter credits (or 23 or fewer semester credits) by the time of expected enrollment at Oregon, admission will be based on both freshman and transfer admission requirements.

For applicants who have completed 36 or more quarter credits (or 24 or more semester credits) by the time of expected enrollment at Oregon, admission will be based only on the transfer admission requirements.

Course Requirements. A grade of C- or better is required in the following:

- College-level composition and writing
- College-level mathematics
- Second language: two years in high school or two terms in college

Applicants who will not have completed these courses should submit a letter of explanation or include an explanation in the special circumstances statement.

Required GPA. In college-transferable courses, the following cumulative GPAs are required for admission consideration:

- 2.25 for Oregon residents
- 2.50 for out-of-state residents
- 2.00 for applicants who earn an associate of arts Oregon transfer (AAOT) degree from an Oregon community college, an associate of science Oregon transfer (ASOT) degree in business, or an Oregon Transfer Module (OTM) from any public two-year or four-year institution in Oregon

Second-Language Proficiency. Applicants who graduated from high school or earned a general equivalency diploma (GED) in spring 1997 or later must document second-language proficiency by submitting an official transcript or score report verifying one of the following:

- Two years of the same language in high school
- Two terms of the same language in college
- Proficiency test (e.g., SAT Subject Test or Brigham Young University Foreign Language Achievement Test)

Options for meeting the second language requirement, including American Sign Language, are available online, admissions.uoregon.edu/secondlanguage. Applicants admitted with an exception to this requirement are required to complete two college terms of the same language before graduating from the University of Oregon.

Additional Considerations. When considering applicants who do not meet minimum admission requirements, the Office of Admissions considers additional factors such as whether the applicant holds an AAOT degree from an Oregon community college or associate of arts degree from select Washington state community colleges; which of the applicant's completed courses fulfill university graduation requirements; the applicant's grade point average (GPA); and the applicant's grade trend throughout his or her academic history. Academic potential and special talents are also considered.

Application Procedure

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.

Transfer of Credit

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

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

Premajor Status

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

Dual Enrollment Program

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

International Admission

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

International applicants, whether freshman or transfer, may apply for admission fall, winter, and spring terms and summer session. The international freshman application deadline for fall term is *January 15.* The international transfer student application deadline for fall term is May 15. Applications received after the deadlines are considered on a space-available basis. Admission requirements for individual countries are available online, admissions.uoregon.edu/countries.

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

English Proficiency. Students whose native language is not English must supply results of a standardized language proficiency test. A minimum score from one of the following tests is required for consideration but does not guarantee full admission:

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

With some exceptions, international students must take an English language placement test after arriving at the university. Placement test results determine whether students are required to take language support courses in the Academic English for International Students (AEIS) program. Students placed in AEIS courses also concurrently enroll in regular university credit courses. Students who have one of the following English-proficiency scores are exempt from taking the AEIS placement test:

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

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

Application Procedure

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

1. A completed international application for admission and a nonrefundable $50 application fee
2. Official transcripts of all schoolwork taken beyond the eighth year of school (e.g., the equivalent of the American secondary school grades nine, ten, eleven, and twelve, and for any college or university work). An official transcript is an original or a certified copy in a sealed envelope
3. An official test score report from one of the English proficiency tests described above
4. Proof of sufficient funds to pay one year's tuition and living expenses while at the University of Oregon, consisting of a bank statement or certificate of balance prepared within the last six months, or a scholarship letter. This proof is a requirement of the U.S. government

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

Specialized Admission Assistance

Assistance is available from the following offices:

- Office of Academic Advising, 364 Oregon Hall; call 541-346-3211
- Office of Admissions, 240 Oregon Hall; call 541-346-3201
- Center for Multicultural Academic Excellence, 164 Oregon Hall; call 541-346-3479

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

Graduate Admission

Students planning to earn graduate degrees at the university must be admitted to the Graduate School and the departments in which they plan to study. General admission requirements for the Graduate School are described in that section of this catalog. Each school and department in the university determines its specific requirements and application deadlines for graduate admission. For this reason, inquiries concerning graduate admission should be sent directly to the department or school of interest.

Postbaccalaureate Admission

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

Notice to Nonresidents of the State of Oregon

Oregon Board of Higher Education Administrative Rules

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

580-010-0029

Definitions

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

(1) "Domicile" is a person's true, fixed, and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere. In order to establish a domicile in Oregon, a person must maintain a predominant physical presence in Oregon for 12 consecutive months after moving to the state.

(2) A "financially independent person" is a person who, at the time of application for residency status:

(a) declares himself or herself to be financially independent;

(b) has not been claimed as a dependent during the immediately preceding tax year, and will not be claimed as a dependent during the current tax year, on the federal or state income tax returns of any other person; and

(c) has not received in the immediately preceding calendar year, and will not receive during the current calendar year, one-half or more of his or her support, in cash or in kind, from another person or persons, except for support received from his or her spouse.
(3) A "financially dependent person" is a person who, at the time of application for residency status:

(a) declares himself or herself to be financially dependent; and

(b) has been claimed as a dependent on the federal and state income tax returns of another person during the immediately preceding tax year.

580-010-0030

Determination of Residence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

580-010-0031

Residency Consideration Factors

(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.

580-010-0033

Evidence of Financial Dependency

(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 Chancellor for Academic Affairs or designee. An appeal to the

chancellor shall be in writing only. The 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).

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Registration and Academic Policies

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Student Records Policy

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

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

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

Academic Year

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

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

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

Students are held responsible for familiarity with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Academic regulations are listed on the registrar's website.

About the UO Catalog. This publication, the 2013-14 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that goes into effect at the opening of fall term 2013. Changes to the university curriculum that were made through spring term 2013 are reflected in the academic sections of the catalog. Bachelor's Degree Requirements, in this section of the catalog, have been updated to reflect curriculum changes that were made through spring term 2013.

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

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

Grading Systems

The university has two grading systems. When regulations permit, a student may elect to be evaluated for a course with a letter grade or pass/no pass (P/N). Letter-graded work is designated A, B, C, D, or F. Pass/no pass

work is designated P or N. An asterisk after the P or N indicates that the course is offered P/N only. See Bachelor's Degree Requirements for regulations on graded credits.
Each department, school, or special program establishes regulations on pass/no pass courses for its majors. Before exercising the P/N option, students should confer with advisors.

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

Graded

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

Pass/No Pass

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

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

Marks

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

I (incomplete). Instructor-initiated mark. A mark of I may be issued when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Faculty and students should develop a contract outlining the requirements and specific deadlines for making up the incomplete. Contracts should be filed in the faculty member's departmental office.

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

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

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

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

Incompletes Assigned to Graduate Students. Graduate students must convert graduate course incompletes within one calendar year of the assignment of the incomplete. Students may request additional time for the removal of the incomplete by submitting a petition stating the course requirements that were not initially completed, with the instructor's signature, to the dean of the Graduate School for review. This policy does not

apply to incompletes routinely assigned to courses applying to the completion of research (601), thesis (503), dissertation (603), and terminal or master's projects (609, 709, AAAP 611, ARCH 619, CRES 611, IARC 611, LA 699, and LT 611).
W (withdrawal). Student-initiated mark. Students may withdraw from a course through web registration. See the online class schedule for deadlines.

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

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

Grade Point Average

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

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

Application for an Undergraduate Degree

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

The Office of the Registrar encourages students to apply to graduate the term preceding their graduation term. This allows students to plan or change their final term's course schedule to ensure completion of all requirements. Students who have been disqualified must petition for reinstatement to graduate.

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

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

Applications for graduate degrees are available from the Graduate School.

Bachelor's Degree Requirements

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

University Requirements

Credits

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

Concurrent Degrees

Concurrent degrees are awarded under the following conditions:

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

Academic Major

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

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

Academic Minor

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

Upper-Division Work

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

Residency

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

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

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

UO Credits of A, B, C, D

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

Satisfactory Work

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

Written English

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

Requirements for Bachelor of Arts and Bachelor of Science

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

Bachelor of Arts Requirements

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

1. Completion of at least the third term, second year of a second-language course taught in the language,

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

Bachelor of Science Requirements

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

1. Students with a limited background in mathematics can complete the requirement with any of the combinations of three courses listed below. Inquire at the Office of Academic Advising for other possible combinations.

- MATH 105, 106, 107, 111 (any three)
- MATH 105, 111, 243
- MATH 111, 241, 242
- CIS 105, 122, MATH 111
- CIS 105, 111, MATH 111

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

- MATH 112, 241, 425

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

- MATH 231, 242, 246, 251, 261
- CIS 210, 211, 212

4. Satisfactory completion of MATH 211, 212, 213

Group Requirements

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

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

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

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

Group Requirements for Specific Degrees

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

Bachelor of Arts, Fine Arts, or Science

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

"Double-Dipping" Restriction. Students may not use courses that fulfill the second-language requirement for

the bachelor of arts degree to fulfill the arts and letters group requirement. Courses used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement.

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

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

Multicultural Requirement

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

Bachelor's degree candidates must complete one course in two of the following categories: A: American cultures; B: identity, pluralism, and tolerance; C: international cultures. A minimum of 6 credits in approved courses must be earned.

Category A: American Cultures

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

Category B: Identity, Pluralism, and Tolerance

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

Category C: International Cultures

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

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

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

General Limitations

1. A maximum of 124 credits may be transferred from an accredited junior or community college; of this, only 90 credits may be transferred from an international junior college

2. A maximum of 60 credits may be earned in correspondence study

3. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree

4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:

a. Lower-division professional-technical courses

b. Physical education and dance activity courses
c. Studio instruction in music, except for majors in music

5. For music majors, a maximum of 24 credits in studio instruction, of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree

6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the B.A. or B.S. degree

7. A maximum of 12 credits in TLC (University Teaching and Learning Center) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree

8. University of Oregon academic records are sealed thirty days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made

9. Undergraduate credits earned through credit by examination (course challenge), Advanced Placement Program (AP), International Baccalaureate Program (IB), 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 AP, IB, and CLEP examinations

10. Courses cannot be repeated for credit unless designated as repeatable (R) by the University of Oregon Committee on Courses. Credit for duplicated courses is deducted, but grades for these courses are included in the GPA

11. No courses are available for credit to students whose competence in that area exceeds the scope of a particular course

12. Students may not receive credit for courses that are prerequisites for courses in which they are currently enrolled

13. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit

14. Students must be enrolled with degree-seeking status in order to earn a certificate

Second Bachelor's Degree

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

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

Bachelor's Degree with Honors

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

Oregon Transfer Module

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

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

Transferring to the University of Oregon with an OTM

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

Earning an OTM at the University of Oregon

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

Academic Standing

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

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

If a grade change affects the student's term and cumulative UO GPAs and academic standing, the student should ask the instructor to submit the grade change through DuckWeb immediately. Retroactive changes to a term's academic standing are made only to remove probation from the term record and only if grade changes are submitted by the last day to register and add classes for the following term. If grade changes that affect GPAs and academic standing are submitted later than this, the student's probation standing for the previous term is not amended.

Academic Warning. Students receive an academic warning when the UO term GPA is between 0.00 and 1.99, inclusive, even if the UO cumulative GPA is 2.00 or higher. This notation is not recorded on the student's official academic transcript, but does appear on the unofficial transcript. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification.

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

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

1. When the UO cumulative GPA is lower than 2.00. Students who have earned 44 or fewer credits are allowed two terms of probation before they are subject to disqualification. Students with more than 44 credits are only allowed one term of probation before they are subject to disqualification. Students on academic probation whose UO cumulative GPA is lower than 2.00 and whose UO term GPA is 2.00 or higher remain on academic probation
2. When the student's three most recent UO term GPAs are between 0.00 and 1.99, inclusive, even if the

UO cumulative GPA is above a 2.00. This notation is not recorded on the student's official academic transcript, but does appear on the unofficial transcript. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification

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

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

1. Students on academic probation for having a UO cumulative GPA lower than 2.00 who earn a UO term GPA lower than 2.00 in their next term
2. Students on academic probation for having their three most recent terms of UO term GPAs between 0.00 and 1.99, inclusive, and who earn less than a 2.00 term GPA for the fourth consecutive term. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification

Students may apply for reinstatement after disqualification by contacting the Office of Academic Advising. Petitions are reviewed to determine the probability that a student can satisfactorily complete the requirements of a degree program. The student may enroll during the academic year only if the Scholastic Review Committee allows the student to continue on probationary status. Students may enroll for summer classes without being reinstated. Students who have been disqualified must petition for reinstatement to graduate.

Exceptions to Academic Regulations

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

Registering for Classes

Class Schedule

The class schedule is published online two weeks prior to registration each term. The schedule lists courses offered for the term. Dates, deadlines, procedures, and information about tuition and fees can be found on the registrar's website.

Registration

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

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

Freshman Registration

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

Reenrollment

Admitted undergraduate students planning to register any time during an academic year after an absence of four or more terms, not including summer session, must notify the Office of the Registrar by filing a reenrollment form, available on the registrar's website.
Reenrollment procedures for graduate students are described in the **Graduate School** section of this catalog.

Summer Session

Nonadmitted students planning to register for summer session should file the registration eligibility form, which is provided on the summer session website, http://uosummer.uoregon.edu/ . The form is also available from the Academic Extension office or the Office of the Registrar. Students who were enrolled spring 2013 or after need not submit this form.

Transcripts

Students are required to send to the registrar's office official transcripts of any academic work taken at other institutions while completing their baccalaureate degree program. A student's official UO academic record must be kept complete at all times. Exceptions are made only for special and provisional students who are formally admitted under individual arrangements, and for summer transient and community education students who are not formally admitted. Failure to file required records can result in the cancellation of admission or registration; disciplinary action may be initiated and sanctions may be imposed by the university.

Alternate Ways to Earn Credit

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

Advanced Placement

Students who receive satisfactory grades in advanced placement examinations administered by the College Board may, on admission to the university, be granted credit toward a bachelor's degree in comparable university courses. Information about credit awarded and scores required is available from the registrar's website.

College-Level Examination Program

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

Community Education Program

Individuals who want to enroll for 8 credits or fewer per term in university courses without formally applying for admission may do so through the Community Education Program. Part-time students of all ages choose from a variety of courses. More information is available at the Academic Extension office located at the Baker Downtown Center, 975 High St., Suite 110, 541-346-5614.

Credit by Examination

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

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

examination may be counted toward the requirement to complete 168 credits graded A, B, C, D, P* from all institutions attended.
The following are not available for credit by examination:

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

Contact the Office of the Registrar for more information.

International Baccalaureate

Students who receive satisfactory grades in International Baccalaureate examinations may, on admission to the university, be granted credit in comparable university courses toward a bachelor's degree. Credit can be earned in art, biology, business, chemistry, Chinese, computer science, economics, English, French, German, history, geography, Japanese, Mandarin, mathematics, music, physics, psychology, social anthropology, Spanish, Swedish, and theater arts. A complete list of university credit earned by International Baccalaureate examinations is available from the registrar's website.

Military Credit

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

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Tuition and Fees

Kelly Wolf, Director, Office of Business Affairs
541-346-3170

Oregon Hall, First Floor

Tuition

Tuition is a basic charge paid by students enrolled at the University of Oregon. It includes instruction costs, health service fees, incidental fees, technology fee, building fees, registration fee, and recreation center bond fee. Except in the School of Law, for a full-time student in 2012-13, the health service fee was $150.00, the incidental fee was $192.00, the recreation center fee was $46.25, and the building fee was $45.00. Each law student paid a $225.00 health service fee, a $288.00 incidental fee, a $69.00 recreation center fee, and a $68.00 building fee. Each admitted student, at the time of first enrollment, is assessed a matriculation fee of $347.00 to cover the cost of enrollment services. The fees are subject to change for 2013-14.

Payment of tuition entitles students to many services including instruction in university courses, use of the university libraries, use of laboratory and course equipment and certain materials in connection with courses for which students are registered, use of various microcomputer laboratories, medical attention at the University Health Center at reduced rates, and use of gymnasium equipment and laundry service for physical activity courses. Additional fees may be assessed for some services and courses. No reduction is made for students who do not want to use some of these services.

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

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

In the schedule, tuition is specified for one term only. There are three terms in the academic year: fall, winter, and spring (except for the School of Law, which operates on a two-semester system). Summer session operates on a separate tuition schedule that includes course self-support fees.

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

The tuition figures that follow are for 2012-13. Increases proposed for 2013-14 had not been confirmed at publication.

Tuition Schedule

All figures rounded down to the nearest dollar.

Undergraduate Tuition	Resident	Nonresident
1 credit	$178	$608
2 credits	356	1,216
3 credits	534	1,824
4 credits	712	2,432
5 credits	890	3,040
6 credits	1,068	3,648
7 credits	1,246	4,256
8 credits	1,424	4,864
9 credits	1,602	5,472
10 credits	1,780	6,080

11 credits	1,958	6,688
12 credits	2,136	7,296
13 credits	2,314	7,904
14 credits	2,492	8,512
15 credits	2,670	9,118
16 credits	2,848	9,728
17 credits	3,026	10,336
18 credits	3,204	10,944
19 credits	3,382	11,552
20 credits	3,560	12,160
21 credits	3,738	12,768
Each additional credit beyond 21	178	608

Following is the base rate for graduate students.

Graduate Tuition	**Resident**	**Nonresident**
Full-time registration (one term):		
9-16 credits	$4,410	$6,966
Part-time registration:		
1 credit	490	774
2 credits	980	1,548
3 credits	1,470	2,322
4 credits	1,960	3,096
5 credits	2,450	3,870
6 credits	2,940	4,644
7 credits	3,430	5,418
8 credits	3,920	6,192
Each additional credit beyond 16 is $490 for residents and $774 for nonresidents.		
Graduate assistant (9-16 credits)	61	61

The graduate tuition rates listed are the base rate only. Each professional school has its own set of tuition rates; they are higher than the base rate listed in the table. Students must contact the relevant school to learn the specific cost for the major.

Tuition Billing

Tuition may be paid in monthly installments. Unpaid balances are assessed a $6 billing fee and are charged 9 percent annual interest. The university uses an electronic billing process to bill student for charges incurred; payments are due on the first of each month.

Community Education Program

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

Special Fees

Special fees, fines, penalties, service charges, and other additional charges for specific courses, services, or supplies not covered in the tuition fee are set forth on a list available in many departmental offices or in the

Office of Business Affairs. (This list is issued each year in accordance with OAR 571-60-005.)
The following fees are assessed to university students under the special conditions noted:

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

Bicycle Registration. Bicycle registration with the Department of Public Safety is mandatory; there is no charge for a permanent permit. Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths continues on campus and in the community. Copies of the complete university bicycle parking regulations and fines are available at the Department of Public Safety, 1319 E. 15th Ave.

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

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

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

Matriculation Fee: $300 for undergraduates and graduate students.

Parking Permits. A minimal amount of parking space is available near residence halls and on city streets. Students using university parking lots must purchase and display proper parking permits. One-year student parking permits are $300 for automobiles and $81 for motorcycles. Student permits are $75 for summer session only. All parking fees are subject to change.

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

A city bus system connects the university with most community areas. Student fees ensure each student a pass that allows unlimited free rides.

Replacement of Photo ID Card: $15

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

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

Staff: $50 per Credit. 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: $50 per Credit plus Applicable Fees (e.g., building, health, incidental). Family members may enroll for a maximum of 12 credits per term.

Testing: $3-$50

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

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

Tuition and Fee Refunds

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

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the student's control
2. No refunds are made for any amount less than $1.00 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.

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Student Financial Aid and Scholarships

Jim Brooks, Director
541-346-3221
800-760-6953
541-346-1175 fax

260 Oregon Hall
1278 University of Oregon
Eugene OR 97403-3221

financialaid@uoregon.edu
http://financialaid.uoregon.edu

Financial aid in the form of scholarships, grants, loans, and employment is available to eligible students who need assistance to attend school. The Office of Student Financial Aid and Scholarships provides counseling and information services to students and parents and administers a comprehensive program of financial assistance. Office hours are 8:00 a.m.-5:00 p.m., Monday-Friday.

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

Estimated Student Expenses

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

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

Residence hall room and board for 2012-13 ranged from $9,423 to $17,444. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were higher.

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

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

The figures in the following table are the 2012-13 tuition and fees for an undergraduate student enrolled in 15 credits and a graduate student enrolled in 9 credits. Tuition schedules are subject to revision by the Oregon University System. See the **Tuition and Fees** section of this catalog.

Student Classification	One Term or Semester	Three Terms or Semesters
Undergraduate resident	$3,086	$9,258
Undergraduate nonresident	9,551	28,653
Graduate tuition varies by program. A base tuition would be as follows:		
Graduate resident	5,193	15,579
Graduate nonresident	7,888	23,664
Law resident	14,174	28,348
Law nonresident	17,684	35,368

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 2012-13 academic year.

Meals and Housing	One Term	Three Terms

Student commuter living with parents	$1,140	$3,420
Student living off campus	3,167	9,501
Student living on campus	3,420	10,260

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

Books and Supplies	**One Term**	**Three Terms**
Graduates and undergraduates	$350	$1,050
Law (semester)	525	1,050
Miscellaneous Personal Expenses		
Undergraduates	$810	$2,430
Graduates	873	2,620
Law (semester)	1,570	3,140

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

Applying for Financial Aid

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

1. Complete the Free Application for Federal Student Aid (FAFSA) online. The official website is www.fafsa.ed.gov
2. List the University of Oregon, code number 003223, on the FAFSA application as a school to receive the application information
3. Apply for admission to the University of Oregon

Deadlines

To be given priority consideration for the Federal Perkins Loan, Federal Work-Study Program, and Federal Supplemental Educational Opportunity Grant for all or part of any given academic year, a valid FAFSA must be received by the federal processor on or before March 1 prior to the academic year for which the student is applying. To meet this deadline, submit the FAFSA no later than February 15. If applicable, online applicants should mail the FAFSA signature page, obtained from the website, in early February. Using the electronic PIN for a signature is preferred.

Eligibility

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

Assessing Financial Aid Eligibility

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

Financial Aid Packages

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

A student may not receive assistance from any financial aid (Title IV) program if

1. The student is in default on any educational (Title IV) loan
2. The student has borrowed in excess of federal (Title IV) loan limits
3. The student owes a refund on federal or state grants or a Federal Perkins Loan due to an overpayment
4. The student has been convicted of violating certain federal or state drug possession or sale laws within a certain time period

A parent may not borrow from the Federal Direct Parent Loan for Undergraduate Students (Parent PLUS) if the parent or student 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 are considered to be part of the student's financial aid package, even though the Office of Student Financial Aid and Scholarships may 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 Loan, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study program, and the UO Work-Study Program.

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

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 Loan, Federal Direct Graduate PLUS Loan, and the Federal Work-Study programs. Offers are made in accordance with federal regulations and university policies.

Notification of Financial Aid

Starting the last week of March, financial aid award letters are mailed to first-year 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 then mailed on a continuing basis to those entering students who supply the necessary information to the offices after the March 1 deadline.

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 federal income tax transcripts, to verify the information on the application.

Students should read the financial aid award letter and instructions carefully.

An explanation of revision and appeal policies and procedures may be found 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 or on the financial aid website.

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. Students who are citizens of the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau) may be eligible for certain types of federal (Title IV) aid.

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 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.

A grant may be renewed for a total of twelve terms if the student applies each year, demonstrates financial need, is enrolled at least half time (6 credits a term) in a program leading to a degree, satisfactorily completes a minimum of 18 credits per academic year, and does not have a bachelor's degree.

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

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

The TEACH grant program is a non-need-based form of financial aid that provides up to $4,000 a year to students who are enrolled in an eligible education program and who agree to teach in a high-need field at a low-income elementary or secondary school for at least four years within eight years of completing the program for which the grant was awarded. If this criterion is not met, the grant converts to a loan.

Federal Work-Study Program

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

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

University departments and offices, as well as off-campus nonprofit agencies that perform services in the public interest, list available jobs with the Career Center, 220 Hendricks Hall, and from the center's website. Funds are deposited with the university by the federal government to pay a portion of student wages; the employer pays the remainder.

UO Work-Study Program

This university-sponsored program provides part-time jobs on campus. Students must be eligible for financial aid and enrolled at least half time. They earn an hourly wage based on the type of job and their skills and experience. Students may work a maximum of twenty hours a week while school is in session. Availability of the program is subject to continued funding. Job openings are listed with 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 federal maximums that may be borrowed are $5,500 a year for undergraduates, up to a total of $20,000; $8,000 a year for graduate students; $60,000 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 contracts with ECSI Corporation, a third party that will contact borrowers regarding repayment. The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend on the size of the debt. Interest is charged during the repayment period at the rate of 5 percent a year on the unpaid balance. Repayment of a Federal Perkins Loan that is not delinquent or in default may be deferred if a borrower is enrolled at least half time in an eligible institution.

A borrower of a Federal Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments, write or call the Perkins Loan Office, Office of Business Affairs, 3237 University of Oregon, Eugene OR 97403-0237; call 541-346-3171; or see the office's website.

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

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

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

Money available for Federal Perkins Loans is collected from former university borrowers to lend to eligible students.

William D. Ford Federal Direct Student Loan Program

Federal Direct Subsidized Loan

Students must demonstrate need to qualify for a Federal Direct Loan. The university determines the amount the student may borrow. The federal government has set loan limits: $3,500 for the first academic year of undergraduate study (up to 44 credits); $4,500 for the second academic year (45-89 credits); and $5,500 an academic year for the remaining years of undergraduate study. Not all students are eligible for the maximums.

Student borrowers must be enrolled in good standing at least half time and have been accepted for admission to a program leading to a degree or certificate. Once repayment begins, borrowers are charged a fixed interest rate of 6.8 percent for loans originated for the 2013-14 academic year.

Federal Direct Unsubsidized Loan

This program provides unsubsidized federal direct loans to students who do not qualify, in whole or in part, for the subsidized Federal Direct Loan. The interest rate for the Federal Direct Unsubsidized Loan is fixed at 6.8 percent. The student must pay the interest that accrues during in-school, grace, and authorized deferment periods.

The federal government has set loan limits: $2,000-$5,500 for the first academic year of undergraduate study (up to 44 credits); $2,000-$6,500 for the second academic year (45-89 credits); and $2,000-$7,500 an academic year for the remaining years of undergraduate study. A student's financial need determines the amount of the loan offered.

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

Additional Federal Direct Unsubsidized Loan

Independent undergraduate students and dependent undergraduate students whose parents are denied access to the Federal Direct Parent Loan for Undergraduate Students (Parent PLUS) program may be eligible for additional Federal Direct Unsubsidized 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 Loan limits. Students who have earned 90 credits or more may borrow a maximum of an additional $5,000 a year. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized 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 Loans is as follows: $31,000 (only 23,000 may be subsidized) as a dependent undergraduate; $57,500 as an independent undergraduate (only $23,000 of this amount may be subsidized); $138,500 as a graduate or professional student.

Federal Direct Parent Loan for Undergraduate Students (Parent PLUS)

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

The Federal Direct PLUS is limited to parents who do not have an adverse credit history or who have obtained an endorser who does not have an adverse credit history. A direct loan program servicer, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is fixed at 7.9 percent. Borrowers are charged a loan fee of 4 percent of the principal.

Parents interested in participating in the Federal Direct PLUS program may request the loan by visiting the federal website, https://studentloans.gov .

Federal PLUS Loan for Graduate and Professional Students (Graduate PLUS)

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

Repayment

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

- a standard repayment plan with a fixed payment amount (at least $50 a month) over a fixed period of time, not to exceed ten years
- an extended repayment plan with a fixed annual repayment of at least $600 ($50 a month) over a period of twelve to thirty years depending on the total amount owed
- a graduated repayment schedule consisting of two or more graduated levels over a fixed or extended period of time
- an income-contingent repayment plan with varying annual repayment amounts based on the total amount owed and the annual income of the borrower (and that of the borrower's spouse, if a joint return is filed) paid over a period not to exceed twenty-five years. PLUS borrowers are not eligible for this plan
- an income-based repayment plan designed to make repaying federal loans easier for students who intend to pursue jobs with lower salaries such as careers in public service. Monthly payments are capped at a percentage of the borrower's discretionary income, which is based on family size and income rather than total amount borrowed
- the Pay As You Earn Plan is the most recent option, designed for new borrowers (since 2008) with at least a partial financial hardship

If the borrower does not select one of these five plans, the Department of Education assigns the standard repayment plan. Visit studentaid.ed.gov for details on all repayment plans.

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

Deferring Repayment

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

- at least half-time study at an eligible school
- an approved graduate fellowship program or rehabilitation training program for disabled individuals (except medical internship or residency program)

- unemployment (up to three years)
- economic hardship (up to three years)

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

Federal Direct Consolidation Loan

Loan consolidation is a way of lowering monthly payments by combining several loans into one loan at the time of repayment. Borrowers may consolidate any amount of eligible loans including those borrowed under the Federal Family Education Loan program, the Federal Perkins Loan program, and direct lending. The interest rate is fixed at the time of consolidation based on the weighted average of the loans being consolidated. Consolidation loans may extend from ten to thirty years depending on the repayment plan selected and the amount borrowed. The result of a longer repayment term, however, is an increase in the total cost of the loan.

Entrance and Exit Counseling

First-time Federal Direct Loan (subsidized and unsubsidized) borrowers must participate in preloan entrance counseling.

Shortly before graduating from or terminating enrollment at the University of Oregon, borrowers must participate in exit loan counseling.

Both entrance and exit counseling is accomplished on the federal website, https://studentloans.gov .

Refunds and Repayment

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

Debt Management and Default Reduction

The University of Oregon is committed to helping students achieve sound financial planning and debt management. Information about loans, repayment options, and debt management strategies is available in the Office of Student Financial Aid and Scholarships and on its website, http://financialaid.uoregon.edu/loan_repayment .

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 online at http://www.americorp.gov .

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. Information is available in the Office of Student Financial Aid and Scholarships or on its website under *Loans* (click on *Alternative Student Loans*).

Satisfactory Academic Progress

To be eligible for financial aid, students must make satisfactory academic progress toward their degrees. A minimum requirement for cumulative grade point average (GPA) and pace must be maintained, and progress is reviewed annually at the end of spring term.

The minimum cumulative GPA needed to meet satisfactory academic progress is 2.00. If a student's cumulative GPA had dropped below 2.00 at the time of the evaluation, his or her eligibility for financial aid will be suspended until the student appeals and is approved for reinstatement. Students may also reestablish eligibility after raising their GPAs to the minimum requirement. Visit the website for information on the appeals process.

Progress toward a degree is a further requirement, determined by dividing the number of credits attempted by the number of credits earned. Students are expected to earn credit for at least 67 percent of the credits attempted. Credit is earned for grades A, B, C, D, and P. Credit is not earned for grades of F, W, I, Y, N, and AU. A progress calculator is located at http://financialaid.uoregon.edu/pace_calculator .

Students must also complete their undergraduate degrees within a maximum time frame. A student must graduate before accumulating 150 percent of the attempted credits required for completing his or her major. Most majors at the University of Oregon require 180 credits; 270 would be 150 percent of that. If a student is unable to fulfill the requirements for his or her degree before reaching this maximum time frame, financial aid will be suspended. Visit the website for information on the appeals process.

Live like a Duck

The Live like a Duck concept was created to help students make sound financial decisions while attending the University of Oregon. Tools to help students manage finances such as a spending log and budget worksheet can be found at http://financialaid.uoregon.edu/live_like_a_duck . These guides were created to help students avoid errors and are not intended to dictate how students spend their money.

For money saving tips and ideas about stretching a dollar or reducing indebtedness, visit the Facebook page, http://www.facebook.com/livelikeaduck .

Scholarships

Scholarships Awarded by a Department or School

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

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

National ROTC Scholarships

The Army Reserve Officers Training Corps (ROTC) Scholarship Program sponsors two-, three-, and four-year scholarships. These scholarships include full tuition and fees, an annual book allowance of $1,200, and a monthly stipend of $300 for a freshman, $350 for a sophomore, $450 for a junior, and $500 for a senior. An additional housing subsidy for a portion of the cost is provided to qualifying students. For more information, call the Department of Military Science, 800-542-3945. High school students also can contact their school's counselor.

Scholarships Awarded through the Office of Student Financial Aid and Scholarships

Laurel and General University Scholarships. This group of university scholarships is not attached to a particular department or school. Detailed information is available on the financial aid website. All of these scholarships require academic achievement (merit). Some of them require financial need. Scholarships administered by this office are governed by the University Scholarship Committee, whose members are drawn

from the faculty, the staff, and the student body. This committee reviews and formulates policies and evaluates applicants' academic qualifications.
A single application form is used for all the scholarships in this group. Application and recommendation forms are available in the office and on its website. Applicants must provide copies of academic transcripts from schools they have attended.

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

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

Presidential Scholarship. In 1983 the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. Presidential Scholarships awarded in 2012-13 were $9,000 a year for four years (twelve terms).

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

Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the university.

Stamps Scholarship

The Stamps Scholarship is awarded competitively to the state's brightest incoming freshmen. Scholars receive UO tuition with room and board for four years of undergraduate study. Twenty students-five per year for four years-are awarded this merit-based scholarship by the Stamps Family Charitable Foundationin partnership with the University of Oregon. Recipients also benefit from as much as $12,000 in enrichment funds to be used over four years to help them pursue study abroad, unpaid internships, or other experiences. In addition, students who receive a Stamps Scholarship are automatically granted admission to the University of Oregon's Robert Donald Clark Honors College.

Eligibility Requirements. To apply and compete for this scholarship, a student must

- be an Oregon resident, graduating from an Oregon high school
- be an incoming freshman
- have a minimum 3.85 cumulative high school grade point average on a 4.00 scale
- have a minimum 1240 combined mathematics and critical reading SAT score or 28 ACT composite score
- exemplify leadership, perseverance, scholarship, service, and innovation

Interested students may apply online. The submission deadline is November 1. Admission application materials, including test scores, must be provided to the University of Oregon by December 1.You must also apply for admission to the UOby November 1 and be admitted by December 15.

Your scholarship application will be evaluated along with the academic transcripts and test scores included in your UO Undergraduate Admissions Application.

The University of Oregon interviews as many as fifteen semifinalists; ten will be interviewed by the Stamps Family Charitable Foundation. The Stamps Foundation will make the final selection of the five recipients, who are notified by March 15.

Scholarship Renewal. Stamps Scholarships are available for as much as twelve terms, renewed annually, provided recipients meet the following requirements:

- Enroll in and complete a minimum of 12 UO credits per term
- Maintain a 3.25 UO grade point average

See the financial aid website for applications and filing deadlines.

National Merit Scholarships

The University of Oregon participates with the National Merit Scholarship Corporation to award merit-based scholarships to incoming freshmen. Interested high school students should consult their high school counselors and arrange to take the Preliminary Scholastic Assessment Test (PSAT) in their junior year. This test is usually

offered during October.

Diversity Excellence Scholarship

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

Diversity Excellence Scholarships awarded to undergraduates in 2012-13 were $6,500; graduate student awards were $9,000. The amount of each award is determined by the UO Diversity Excellence Scholarship Committee. Scholarships are renewable for up to sixteen terms for entering freshmen, and are prorated for transfer, continuing, and graduate students. Recipients must meet specific scholarship renewal requirements to retain their scholarships.

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

Application. The application is electronic and the submission deadline for the Diversity Excellence Scholarship is January 15. Application forms are available on the Office of Financial Aid and Scholarships website.

Quest Scholars Program

The Quest Scholarship will be awarded competitively to two resident and two nonresident incoming freshmen in 2013-14 who have significant financial need. The scholarship is renewable for up to four years of undergraduate study and will cover the standard cost of tuition and fees for each recipient. On-campus employment is required to be a participant in this program.

Applicants must submit their admission application to the Office of Admission by January 15 and complete the FAFSA by February 15 and list the University of Oregon as a school to receive the information.

Quest Scholarships are renewable for up to twelve terms.

The Quest Scholarship is generously funded by a grant from the Quest Scholars Network.

Mary Corrigan and Richard Solari Scholarship

Solari Scholarships are awarded competitively to high-achieving incoming freshmen who have attended four years of high school in the state of Oregon and who come from middle-income households. The Solari Scholarship provides $5,000 per year, for up to four years of undergraduate study. One hundred twenty-five scholarships are available to incoming freshmen in 2012-13 and 125 scholarships will be available to incoming freshmen in 2013-14.

Selection for the Solari Scholarship is competitive, based on the essay, academic transcripts, and test scores included in the student's UO Application for Undergraduate Admission. Financial need and middle-income status is determined by the Office of Student Financial Aid and Scholarships based on the FAFSA (Free Application for Federal Student Aid).

Solari Scholarships are renewable for up to twelve terms, providing recipients complete a minimum of 12 UO credits per term and maintain a 3.00 UO grade point average.

Summit Scholarship

The Summit Scholarship for incoming freshman is awarded to Oregon resident scholars with a $20,000 payout over four years and to out-of-state scholars with a $32,000 payout over four years.

Scholarship Criteria.

- Minimum 3.80 high school GPA on a 4.00 scale

- Minimum score of 1200 on the SAT or 26 on the ACT

The SAT score is based on the critical reading and mathematics sections only, and is the highest combined score. The ACT score is the highest composite score. Students who fail to meet the above criteria may qualify instead for the Apex Scholarship.

Award Information. Oregon residents receive $5,000 per year for four years. Out-of-state students receive $8,000 per year for four years. The Summit Scholarship may be combined with other scholarships, including the Presidential, Diversity Excellence, and General University Scholarships. Summit Scholarships may not be combined with the Apex Scholarship.

Application Procedures. Students who apply for admission by January 15 and meet the criteria are automatically awarded the Summit Scholarship. No separate application is required. Application materials, including test scores, must be received by the February 15 document deadline.

Electronic submission of scores is preferred. When taking the test, students should list the UO as one of the score recipients. The school code number for the SAT Reasoning Test is 4846; the code for the ACT is 3498.

Scholarship Renewal. Summit Scholarships are renewable for as much as twelve academic terms (excluding summer session) within a five-year period. Renewal awards require a minimum 3.00 cumulative UO GPA and completion of 36 credits per year.

Apex Scholarship

The Apex Scholarship for incoming freshman is awarded to Oregon resident scholars with a $12,000 payout over four years and to out-of-state scholars with $16,000 over four years.

Scholarship Criteria.

- Minimum 3.65 high school GPA on a 4.00 scale

- Minimum score of 1150 on the SAT or 25 on the ACT

The SAT score is based on the critical reading and mathematics sections only, and is the highest combined score. The ACT score is the highest composite score. Students whose GPA and test scores are higher than the above criteria may instead qualify for the Summit Scholarship.

Award Information. Oregon residents receive $3,000 per year for four years. Out-of-state students receive $4,000 per year for four years. The Apex Scholarship may be combined with other scholarships, including the Presidential, Diversity Excellence, and General University Scholarships. Apex Scholarships may not be combined with the Summit Scholarship.

Application Procedures. Students who apply for admission by January 15 and meet the criteria are automatically awarded the Apex Scholarship. No separate application is required. Application materials, including test scores, must be received by the February 15 document deadline.

Electronic submission of scores is preferred. When taking the test, students should list the UO as one of the score recipients. The school code number for the SAT Reasoning Test is 4846; the code for the ACT is 3498.

Students whose high school GPA or standardized test scores improve sufficiently to make them eligible for the Summit Scholarship by the February 15 document deadline should have their latest transcripts and SAT or ACT scores sent to the UO Office of Admissions by that date. They will be notified of changes by April 1. New scholarship awards will not be made based on transcripts or test scores received after February 15.

Scholarship Renewal. Apex Scholarships are renewable for as much as twelve academic terms (excluding summer session) within a five-year period. Renewal awards require a minimum 3.00 cumulative UO GPA and completion of 36 credits per year.

Pathway Oregon

Pathway Oregon is a program created to ensure that tuition and fees for Oregonians who are academically qualified and eligible for the Federal Pell Grant are covered by federal, state, and university grants and scholarships for four years. Students also receive the academic and personal support that enable them to succeed and graduate from the UO within twelve terms.

Pathway Oregon serves Oregon residents who have recently graduated from an Oregon high school. The

university considers high school GPA in eligibility decisions as well.
To be automatically eligible for Pathway Oregon, students must

- be Oregon residents, have graduated from an Oregon high school in the last two years, and be admitted to the UO as first-time freshmen
- complete a UO admissions application by January 15
- establish Federal Pell Grant eligibility by filing the Free Application for Federal Student Aid (FAFSA) by February 15 to ensure processing by the March 1 deadline (include the UO code **003223** as a college choice)
- earn a minimum 3.40 high school GPA

Students who earn less than a 3.40 high school GPA but meet all other program eligibility criteria will be considered for the program on a space- and funding-available basis.

Renewal Criteria.

- Remain Pell-eligible
- File the FAFSA by February 15 to ensure processing by March 1
- Enroll for and maintain full-time attendance
- Make satisfactory academic progress

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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 positions, internships, and full-time job opportunities. Listings are available on UO-JobLink, located on the center's website. To view these opportunities, students and alumni may access their accounts by entering their Duck ID on the website.

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

Part-Time Job Opportunities. Short-term, seasonal, and long-term opportunities are available throughout the year. Career Center staff members meet with local employers to increase the number and variety of job postings for UO students.

Full-Time Job Opportunities. Opportunities are offered by employers throughout the United States and the world via UO-JobLink. In addition, the Career Center hosts more than 200 campus visits each year by employers eager to interview students for entry-level positions in a variety of industries.

Federal Work-Study Program and UO Work-Study Program. These programs are for students who have applied for financial aid and have been awarded work-study positions as part of their aid package. Jobs are listed in the student jobs database, accessed through UO-JobLink.

Internships. Opportunities for paid and unpaid internships, which may lead to full-time employment, are available via UO-JobLink and the Go Intern! Program (formerly the Career Development Internship Program).

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Student Housing

Michael Griffel, Director
541-346-4277

Walton Complex
1220 University of Oregon
Eugene OR 97403-1220

housing@uoregon.edu
http://housing.uoregon.edu

The Office of University Housing supports the mission of the University of Oregon, providing student housing that promotes academic success and appreciation for diversity. It strives to set the standard for the seamless integration of student living and learning.

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

The Office of 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, sex, disability, sexual orientation, gender identity, gender expression, national origin, age, religion, marital status, or veteran status." For more housing information, call 541-346-4277. Calls are handled discreetly by authorized staff members.

Listed rates for residence halls and other housing options are subject to approval and change by the University of Oregon leadership team, 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 nine residence hall communities, which house approximately 4,400 students. All complexes have study areas, TV lounges, and laundry facilities, and several have community kitchens. Smoking is not allowed in the halls or on any university property. Most halls house each gender by floor or wing (men on one floor, women on another) and have common bathrooms and showers, with the following exceptions: Barnhart Hall rooms are assigned by gender and have private bathrooms; Riley Hall, the Living-Learning Center, and the Global Scholars Hall have gender-designated bathrooms and bedrooms; the gender inclusive housing floor in Carson Hall has any-gender bedroom pairings, and gender-neutral bathrooms. Available room types include single-, double-, or triple-occupancy, as well as a limited number of "suites," where bedrooms share a common, connected private bathroom. Rooms contain a bed, desk, chair, and a closet, wardrobe, or dresser for each resident. Internet access and cable television are included in room and board charges. Local and long distance telephone services are available for an additional charge.

The Office of University Housing offers a variety of academic connections and academic residential programs for residents, with campus partners such as First-Year Programs, the Robert Donald Clark Honors College, the Charles H. Lundquist College of Business, Office of Sustainability, Career Center, and Knight Library. Programs include residential Freshman Interest Groups (FIGs), Building Business Leaders (a cohort of the CEO Network), Carnegie Global Oregon, Community for Ecological Leaders, Sophomore Experience, Community Conversations, Crash Course, the Office of Academic Advising, and the academic residential communities of the Global Scholars Hall: the Chinese Flagship Program, College Scholars, *Deutsch erleben!* (the German immersive learning community), Japanese Global Scholars, Clark Honors College, *Vivir en español* (the Spanish immersive learning community), and *Vivre en français* (the French immersive learning community).

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

Dining Services

The residence halls have six flexible meal plans. The deluxe, standard, and mini plans allow meals to be distributed throughout the week as the student chooses. Residents may also choose a "plus" option of each plan, adding Campus Cash (the university's debit card program) for use in other university outlets. Residents of Family Housing and University Apartments may pay with cash or debit/credit cards for meals at any of university housing's dining venues. Students may use their meal plans in any of the various dining venues, which offer a range of choices from all-you-care-to-eat buffets to individually prepared entrées and deli or market items to go. Venues include two traditional dining centers, a burrito bar, coffee houses, a bistro, a stir-fry grill, pasta bar, and two deli-style markets with everything from sushi to sandwiches, soups, entrées, fresh fruit, and beverages.

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 27, 2013, through June 13, 2014, excluding winter break. During the winter break, residents may stay in the halls for an additional fee; food service is not provided.

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

Room-and-board charges are billed to students' university accounts by term (quarterly) and are divided into three installments. Charges are uploaded to the UO's revolving charge account program and are listed along with tuition and other university fees. Rates vary based on room type and meal plan.

2012-13 Annual Residence Hall Rates

All rates listed below are for the 2012-13 academic year with a standard meal plan. The rates for 2013-14 will be availabe online when they have been approved. Rates are subject to approval and change by the UO leadership team.

Double Rooms	
Double	$10,261
Double with sink	$10,799
Double with sink (Global Scholars Hall)	$12,333
Enhanced double	$11,039
Enhanced double with sink	$11,039
Double with bath	$12,333
Double with bath (Global Scholars Hall)	$14,943
Enhanced double with bath	$14,943
Single Rooms	
Small single	$11,297
Single	$12,849
Single with sink	$14,015
Single with sink (Global Scholars Hall)	$15,955
Enhanced single	$14,310
Enhanced single with sink	$14,310
Small single with bath	$15,955
Single with bath	$17,766

Single with bath (Global Scholars Hall)	$17,766

Triple Rooms

Triple	$9,745
Triple (Global Scholars Hall)	$11,737
Triple with bath	$12,073

Suites

Six-person suite with bath	$13,367
Four-person suite with bath	$13,367
Two-person suite with bath (Riley Hall)	$14,015
Two-person suite with bath (Living-Learning Center)	$14,310
Two-person suite with bath (Global Scholars Hall)	$16,710

Application

Only students admitted to the university may apply for on-campus housing. After receiving notice of admission from the university admissions office, students should log onto duckweb.uoregon.edu, select "Housing" from the DuckWeb student menu, and fill out an online application form. After completing and submitting the online application, students must then read and sign online the housing contract, and make an online payment (a $50 nonrefundable application fee and a $350 prepayment) to immediately secure a housing space.

Housing is generally filled on a first-come, first-served basis, and housing is not guaranteed. Information and instructions on applying for residence hall housing may be found online at housing.uoregon.edu/reshalls/apply.

Family Housing and University Apartments

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

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

Rates

Rental rates vary by community or house, based on size and amenities. Occupancy limits are based on the number of bedrooms and the number of people in the household. There are a limited number of units that can accommodate three UO students; otherwise, no more than two adults may reside in a single unit. Rates for 2013-14 will be available online when they have been approved.

2012-13 Monthly Rental and Lease Rates
Apartments

Studio	$554-$564
One-bedroom	$633-$755
Two-bedroom	$686-$815
Three-bedroom	$799-$808

Houses

Studio to five bedrooms	$462-$1,050

Application

Students must first apply for admission to the University of Oregon. Within a few weeks of applying, graduate applicants automatically receive information on housing and the application process. Undergraduate applicants are mailed family housing information on request. Students also may apply online via DuckWeb or print an application form from the housing website. Students do not need to be accepted to the University of Oregon before submitting a housing application. However, the Office of University Housing cannot process applications for students who have not yet applied for admission or do not meet eligibility requirements at the time of application submission. To be eligible for a housing assignment, students must be enrolled and maintain full-time status at the university. Applications for Family Housing and University Apartments must be accompanied by a $50 nonrefundable application fee. A $75 security deposit and a $350 prepayment toward the first month's rent are required at the time the offer is accepted.

Affiliated Housing

Fraternities and Sororities

541-346-1153

greeklife.uoregon.edu

Information about fraternities and sororities affiliated with the university is available from the Holden Center, Suite 17, Erb Memorial Union.

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

Costs are comparable to university residence hall rates. Fifteen to twenty meals a week are cooked and served family-style. Quiet sleep and study areas are available along with living and recreational areas. Room, meals, and social fees vary from chapter to chapter with yearly costs averaging $7,100. Members may pay monthly or quarterly; payment plans are available on a chapter-by-chapter basis.

Students planning to participate in fall recruitment should write the Interfraternity Council (men) at ifcrush@uoregon.edu or the Panhellenic Council (women) at phcrush@uoregon.edu; or call the number listed above. Information is also available from the Holden Center. Students who do not participate in fall recruitment may join a sorority or fraternity at other times of the year through informal recruitment.

Housed sororities at the university are Alpha Chi Omega, Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, and Pi Beta Phi. Unhoused sororities include Alpha Kappa Alpha, Delta Sigma Theta, Gamma Alpha Omega, Sigma Mu Omega, and Zeta Phi Beta.

Housed fraternities at the university are Alpha Epsilon Pi, Beta Theta Pi, Chi Psi, Delta Sigma Phi, Delta Tau Delta, Lambda Chi Alpha, Phi Kappa Psi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, and Sigma Pi. Unhoused fraternities include Kappa Sigma, Phi Delta Theta, and Pi Kappa Phi.

All housed fraternities and sororities at the University of Oregon maintain substance-free facilities and employ live-in resident advisors.

Nonuniversity Housing

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

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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 advisors and may not complete their first term's registration without discussing options with an advisor.

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 advisor provides the student with an intellectual framework in which intelligent planning and decision-making can be completed, so students are strongly urged to consult advisors 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 advisors in their departments. The Office of Academic Advising coordinates advising for students who have not declared majors and for those interested in law and health professions. See also Academic Advising under Undergraduate Studies in the **Academic Resources** section of this catalog.

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 credits a term. In planning a term's studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework
2. Each term's schedule should be planned to include the university bachelor's degree requirements and requirements for the major. Major requirements are listed in this catalog under the academic department headings. Students who have not selected a major should spend some time exploring possible majors
3. Students should read the course descriptions in this catalog and the notes in the class schedule to learn course pre- or corequisites
4. Many university major disciplines and courses require competence in mathematics. Mathematics should be started in the first year
5. A second language, whether required or elective, should also be started in the first year if possible. Students planning to study abroad on an international exchange program during the sophomore or junior year should achieve competence in a language early
6. Each student should prepare a four-year model program of courses and discuss the program with the assigned departmental faculty advisor
7. New students might want to explore some special curricular programs: Freshman Interest Groups, Transfer Seminars, Freshman Seminars, College Scholars, and Faculty Perspective Seminars. These programs should be investigated early in the first year
8. Sound planning is necessary to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers
9. Planning might also include the use of university resources for improving skills in reading, computation, note taking, test taking, and writing

Academic Majors, Minors, and Careers

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

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

Career Planning

Career Center

Hendricks Hall, Second Floor

uocareer.uoregon.edu

Establishing Goals

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

Identifying a Career

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

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

Gathering Career Information

Students can find information about careers in the following resources:

Career Resource Area. The career resource area has information on a multitude of career areas organized for easy exploration. The Career Center's website provides links to career resources and opportunities, internships, and full- and part-time jobs.

Career Connections Program. This career exploration course is a unique opportunity for students to be meet with professionals in career fields of interest to the student. Through informational interviews and networking opportunities, students learn about the job and gather advice about how to succeed in the field. The course also addresses résumé and cover letter writing and interviewing.

Go Intern! Program. This program (formerly the Career Development Internship Program) offers students academic credit for engaging in supervised, preprofessional, career-related learning experiences. Students gain professional experience, develop skills, explore career fields, and contribute to the goals of their internship site, all while earning credit.

Career Fairs and Events. The Career Center brings representatives from local, national, and international companies and organizations to career and internship fairs throughout the academic year. Attending career fairs, employer presentations, and industry panels can clarify for students specifics about potential careers and employer expectations.

Workshops. Career Center workshops are available to students and alumni. Topics include résumés and cover letters, interview skills, and choosing a major, among others. Dates and times are posted on the Career Center website.

Career Decisions

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

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Graduate Studies

Kimberly A. Espy, Vice President for Research and Innovation; Dean of the Graduate School

Graduate School

Sandra Morgen, Vice Provost for Graduate Studies; Associate Dean of the Graduate School

541-346-5129

Susan Campbell Hall, ground floor
1219 University of Oregon
Eugene OR 97403-1219
http://gradschool.uoregon.edu

Graduate Council

The Graduate Council is responsible for oversight of graduate education at the University of Oregon. The council consists of a representative elected committee of twelve faculty members, two students, the vice president for research and graduate studies and dean of the Graduate School, and the associate deans of the Graduate School. The current Graduate Council membership is listed on the Graduate School website.

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: MA, MS, PhD

- Archaeology
- Biological anthropology
- Cultural anthropology

Asian studies: MA

- China
- Japan
- Southeast Asia

Biology: MA, MS, PhD

- Biochemistry
- Biophysics
- Cell biology
- Developmental biology
- Ecology
- Evolution
- Genetics
- Marine biology
- Microbiology
- Molecular biology

- Neuroscience
- Structural biology

Chemistry and Biochemistry: MA, MS, PhD

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

Classics: MA

- Classics
- Greek
- Latin

Comparative literature: MA, PhD

Computer and information science: MA, MS, PhD

Creative writing: MFA

East Asian languages and literatures: MA, PhD

- Chinese literature
- Japanese literature

Economics: MA, MS, PhD

- Applied econometrics
- Economic growth and development
- Environmental economics
- Experimental economics
- Game theory
- Health economics
- Industrial organization
- International economics
- Labor economics
- Macroeconomics
- Public economics

English: MA, PhD

- American literature
- English literature
- Film studies
- Folklore
- Literature and environment
- Literary and critical theory
- Medieval studies
- Poetry and poetics
- Rhetoric and composition

Environmental studies: MA, MS

- Environmental sciences, studies, and policy: PhD

Folklore: MA, MS

Geography: MA, MS, PhD

- Behavioral geography
- Biogeography
- Cartography
- Climatology
- Cultural geography
- Economic geography
- Environmental change
- Feminist geography
- Geographic education
- Geographic information science
- Geomorphology
- Human-environment relations
- Political-ethnic geography
- Quaternary environments
- Regions: Africa, American West, China and East Asia, Europe, Latin America, Middle East, Russia
- Urban geography

Geological sciences: MA, MS, PhD

- Geodesy
- Geomorphology
- Mineral deposits
- Mineralogy-petrology-geochemistry
- Stratigraphy-sedimentary petrology-paleontology
- Structural geology-geophysics, tectonics, volcanology

German and Scandinavian

- German: MA, PhD

History: MA, PhD

- Africa
- Ancient history
- China and Japan
- Europe since 1789
- Europe, 1400-1815
- Latin America
- Medieval Europe
- Russia
- Southeast Asia
- United States

Human physiology: MS, PhD

- Athletic training
- Biomechanics
- Cardiovascular physiology
- Environmental physiology
- Exercise physiology
- Motor control
- Muscle metabolism and physiology
- Neurophysiology
- Respiratory physiology
- Women's health

International studies: MA

Linguistics: MA, PhD

- Descriptive linguistics and language documentation
- Experimental linguistics
- Laboratory phonetics and phonology
- Language and cognition
- Language maintenance and revitalization

Mathematics: MA, MS, PhD

- Algebra
- Analysis
- Combinatorics
- Differential and algebraic geometry
- Geometry
- Mathematical physics
- Numerical analysis
- Probability
- Statistics
- Topology

Philosophy: MA, PhD

Physics: MA, MS, PhD

- Applied physics: MS
- Astronomy, astrophysics, cosmology
- Atomic, molecular, and optical physics
- Biophysics
- Condensed-matter physics
- Elementary-particle physics
- Fluid and superfluid mechanics

Political science: MA, MS, PhD

- Comparative politics
- Formal theory and methodology
- International relations
- Political theory
- Public policy
- United States politics

Psychology: MA, MS, PhD

- Clinical
- Cognitive
- Developmental
- Neuroscience
- Social and personality

Romance languages: MA, PhD

- French: MA
- Italian: MA
- Spanish: MA

Russian and East European studies: MA, certificate

Sociology: MA, MS, PhD

- Environment
- Labor, organization, and political economy
- Quantitative and qualitative methods of data collection and analysis
- Race and ethnicity
- Sex and gender
- Social demography
- Theory

Theater arts: MA, MS, MFA, PhD

Women's and gender studies: certificate

Professional Schools and Colleges

School of Architecture and Allied Arts

Architecture: MArch, PhD

- Interior architecture: MIArch
- Ecological design: certificate
- Technical teaching in architecture: certificate

Art: MFA

- Ceramics
- Digital arts
- Fibers
- Metalsmithing and jewelry
- Painting
- Photography
- Printmaking
- Sculpture

Art history: MA, PhD

- Architectural history
- Ancient art
- Medieval art
- Renaissance-baroque art
- Modern art
- Asian art

Arts and administration

- Arts management: MA, MS
- Community and regional planning: MCRP
- Community arts
- Media management
- Performing arts management
- Museum studies: certificate

Historic preservation: MS

- Management of cultural resources
- Preservation theory, design, and technology
- Resource identification and evaluation

Landscape architecture: MLA, PhD

- Design theory
- Landscape history
- Landscape planning
- Landscape ecology

Planning, public policy and management

- Nonprofit management: MNM
- Nonprofit management: certificate
- Oregon leadership in sustainability: certificate
- Public administration: MPA

Charles H. Lundquist College of Business

Accounting: M.Actg., PhD

Decision sciences: MA, MS, PhD

Finance: MA, MS, PhD

Management: MA, MS, PhD

- General business: MBA

Marketing: MA, MS, PhD

College of Education

Communication disorders: certificate

Communication disorders and sciences: MA, MS, MEd, PhD

Continuing administrator-superintendent: certificate

Counseling, family, and human services: MA, MS, MEd

- Couples and family therapy

Counseling psychology: DEd, PhD

Critical and sociocultural studies in education: PhD

Curriculum and teacher education: MS

Curriculum and teaching: MEd

Early childhood: certificate

Early childhood-elementary special education: certificate

Early intervention-early childhood special education: certificate

Educational leadership: MA, MS, MEd, DEd, PhD

Elementary: certificate

English speakers other languages: certificate

English speakers other languages-bilingual: certificate

Initial administrator: certificate

Integrated teaching: certificate

Interdisciplinary studies: teaching: one subject: MA inactive

Middle-secondary education: certificate

Middle-secondary special education: certificate

Music education: certificate

Reading education teaching: certificate inactive

School psychology: MA, MS, MEd, PhD, certificate

Special education: MA, MS, MEd, DEd, PhD

Special education: rehabilitation: DEd, PhD

School of Journalism and Communication

Communication ethics: certificate

Journalism: MA, MS

Journalism: magazine: MA *inactive*, MS *inactive*

Journalism: multimedia: MA, MS

Journalism: news-editorial: MA *inactive*, MS *inactive*

Media studies: MA, MS, PhD

Strategic communication: MA, MS

School of Law

Conflict and dispute resolution: MA, MS

School of Music and Dance

Dance: MA, MS, MFA

Music

- Intermedia music technology: MMus
- Music composition: MMus, DMA, PhD
- Music: conducting: MMus (Choral, orchestral, wind ensemble)
- Music education: MMus, PhD
- Musicology: MA, PhD
- Music: jazz studies: MMus
- Music performance: MMus, DMA (Collaborative piano, multiple woodwinds or brass instruments, violin and viola performance and pedagogy)
- Music: piano pedagogy: MMus
- Music theory: MA, PhD

Graduate School

Interdisciplinary Programs

Interdisciplinary studies: applied information management: MS

Interdisciplinary studies: individualized program: MA, MS

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 undergraduate 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 or graduate certificate 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 a graduate degree or graduate certificate or for enrolling in a formal nondegree graduate program, a student must hold a bachelor's degree from a regionally accredited four-year college or university in the United States or its equivalent from a foreign country 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 in rare cases 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 and 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.
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 to a graduate program and wants to change his or her major must apply for admission to the new department.

Students must pay a nonrefundable $50 fee when applying for admission. This fee is waived for applicants who have previous enrollment in a UO graduate degree program or who are currently enrolled in such a program and are applying to a different graduate program.

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.

Transcripts of all college work, both undergraduate and graduate, must be submitted 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. In some cases, these materials will be collected electronically as part of the online application.

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 the bachelor's degree and any subsequent advanced degrees 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 on the student's transcript. 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.

A satisfactory command of the English language is required for admission to the University of Oregon. Applicants whose native language is not English must show proof of language proficiency through one of the following three methods:

- *Test of English as a Foreign Language (TOEFL):* Minimum score, 575 (paper) or 88 (Internet-based). Some departments require a higher score.
- *International English Language Testing System (IELTS):* Minimum score, 7.0 overall band score. Some departments require a higher score.
- *Degree from an English-speaking country:* Submit degree transcripts proving that you have received a bachelor's degree or higher from a regionally accredited United States institution or from an institution in the following countries: Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom.

Requesting Scores. Scores should be sent directly from the testing agency to the University of Oregon. The institution code is 4846. You should also have a copy sent to the department to which you're applying. For more information, visit the testing sites online: TOEFL, www.toefl.org ; IELTS, www.ielts.org ; UO Testing Center, testing.uoregon.edu .

Language Requirement for International Graduate Teaching Fellows. International GTFs in teaching positions are required to prove their spoken English proficiency by way of the Speaking Proficiency English

Assessment Kit (SPEAK) Test, the Test of Spoken English (TSE), or the speaking component of the Internet-based TOEFL.
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, or visit aei.uoregon.edu.

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 Advisor, Office of International Affairs, 5209 University of Oregon, Eugene OR 97403-5209; telephone 541-346-3206.

Course Numbering System

500-599
Courses that offer graduate-level work in classes that may also include undergraduate students.

600-699
Graduate courses for graduate students only.

700-799
Except in the School of Music and Dance, courses of a highly technical nature that count toward a professional degree only, not toward advanced academic degrees such as an MA, MS, or PhD Both 600- and 700-level courses with the MUP subject code denote graduate courses that apply toward advanced academic degrees in the School of Music and Dance.

503, 507, 508, 510, 601-610, 704-710
Graduate and professional courses that may be repeated for credit under the same number.

General Requirements and Policies

Course Registration Requirements and Limits

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

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

Graduate students working toward an advanced degree must be enrolled continuously until all 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). Exceptions may be made depending on the timing of the submission of the thesis or dissertation. See the Graduate School website for details.

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

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

Course Enrollment for Faculty and Staff Members

Faculty and staff members who want to take graduate courses should refer to the UO Faculty Handbook or UO Staff Handbook for information about regulations and fees. Officers of administration are subject to faculty policy.
Faculty members (including officers of administration) 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. More information about the petition process is available on the Graduate School website.

Joint-Campus Program

Graduate students at the university may, with advisor 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 graduate exchange program, the Western Regional Graduate Program (WRGP), to enable students from Alaska, Arizona, California, 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 WRGP program in historic preservation. For information, write to the listed coordinator: MS in historic preservation-Kingston Heath, School of Architecture and Allied Arts, 5249 University of Oregon, Eugene OR 97403-5249, or visit hp.uoregon.edu.

WGRP certification must be renewed each academic year. The form is available on the Historic Preservation Program website.

Grade Requirements

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

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

Other Graduate Classifications

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

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

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

Up to 15 graduate credits earned under one or more of the above classifications may later be counted in a master's degree program if endorsed by the school or department and approved by the Graduate School. These credits fall within the 15-credit maximum of transfer credit allowed for a 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, adherence to the seven-year time allocation and a minimal remaining quantity of work. This policy does not apply to incompletes assigned to Thesis (503), Research (601), Dissertation (603), and Terminal Project (609). Thesis and dissertation credits are automatically converted when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits are converted after the instructor submits a supplementary grade report to the Office of the Registrar. Incompletes that remain on the academic record after the degree is completed may not be removed.

Continuous Enrollment

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

On-Leave or In Absentia Status

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

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

A master's degree student who attends the university only during summer session must obtain on-leave status for each ensuing school year. These summer students also must complete all degree requirements within the seven-year time limit. Master's degree candidates, except summer-only students, may apply for a maximum of three academic terms of on-leave status during the course of study for the degree.

Doctoral candidates may apply for a maximum of three academic terms of on-leave status prior to advancement to candidacy, and they may apply for a maximum of three academic terms of in absentia status 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 or in absentia status is required to file a Permission to Reregister form and petition for reinstatement (using the General Petition form). Both forms are available on the Graduate School website. The petition is reviewed by the student's major department and the Graduate School. The student may, at the discretion of the department, be required to meet departmental admission policies and degree completion requirements that are in effect on the date of reenrollment. Doctoral students may, at the discretion of the department, be required to register for a new year of residency-three consecutive terms of at least 9 graduate credits in each term. They may also be required to retake the comprehensive examinations if completed prior to stopping out, if the department feels that this is necessary in order to demonstrate currency of knowledge.

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

Graduate Residency

Each graduate degree at the University of Oregon has a residency requirement that dictates how much of the work required for that degree must be completed at the University of Oregon. Please refer to the **Master's Degrees** and **Doctoral Degrees** sections below for details about residency requirements for each type of degree.

Waiver of Regulations

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

Graduate School petition forms are available on the Graduate School's website.

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees

The University of Oregon has differential graduate tuition. Below is a list of the full-time annual tuition for the 2012-13 academic year. The first dollar amount listed is resident tuition; the second is nonresident tuition. Please refer to the tuition schedule on the Office of the Registrar's website to verify official amounts.

College of Arts and Sciences

- $14,530, $22,198

School of Architecture and Allied Arts

- *Architecture, art, landscape architecture:* $16,759, $24,559
- *All other A&AA majors:* $15,586, $23,671

Lundquist College of Business

- *Doctoral programs:* $14,530, $22,198
- *Accounting (MActg):* $17,596, $25,033
- *General business (MBA):* $22,189, $30,217

College of Education

- *Communication disorders and sciences (doctoral), critical and sociocultural studies in education, educational leadership:* $16,450, $22,795
- *Counseling psychology, curriculum and teacher education, curriculum and teaching, school psychology, special education:* $17,587, $23,905
- *Communication disorders and sciences (master's); counseling, family, and human services:* $19,420, $25,765

School of Journalism and Communication

- $14,530, $22,198

School of Law

- *Conflict and dispute resolution:* $19,039, $25,276

School of Music and Dance

- $15,277, $23,023

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. All GTFs-research, teaching, and administrative-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. 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 2012-13, minimum-level salaries at 0.49 full-time equivalent (FTE) range from $12,025 to $14,340 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, 95 percent of the health insurance premium, and a portion of the fees are paid by the university. Failure to enroll for and complete the minimum of 9 credits a term may nullify an appointment.

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

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

Research Fellowships. A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members. Funds come from research grants and contracts. Salaries 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 salary. In addition, some departments have federally supported training grants and consider fellowship applicants for support through these resources.

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

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

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

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

International students are eligible for the fellowships described above.

Master's Degrees

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

Credit Requirements

To earn a master's degree, students must complete an integrated program of study through either a departmental discipline or a program of interdisciplinary studies totaling no fewer than 45 graduate credits. As noted above, some departments require more than 45 credits.

The credits must be taken after admission to the master's degree program (conditional or unconditional) or approved for transfer (see **Transferred Credit** below). Of the total, 24 must be in UO-graded courses passed with a grade point average (GPA) of 3.00 or better. A minimum of 30 credits in the major are required for a master's degree with a departmental major. In addition, at least 9 credits in courses numbered 600-699 must be taken in residence.
Students working toward a 45-credit master's degree with thesis must register for a minimum of 36 credits of course work and 9 credits in Thesis (503). Credit for thesis is given pass/no pass.

Second Master's Degree

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

Time Limit

Students must complete all work for the master's degree within seven years, including transferred credits, thesis, the language requirement for an MA, and all examinations. On-leave status does not extend the seven-year deadline.

Residency and Enrollment Requirements

For a master's degree, the Graduate School requires that a minimum of 30 credits (applicable to degree requirements) be taken at the University of Oregon during at least two terms of study. A second master's degree also requires a minimum of 30 credits and at least two terms of study at the University of Oregon. 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. 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 from Other Institutions. Graduate credit earned while a graduate student in another accredited graduate school may be counted toward the master's degree under the following conditions:

1. Total transferred credits may not exceed 15 credits in a master's degree program
2. Courses must be relevant to the degree program as a whole
3. The student's home department and the Graduate School must approve the transfer
4. Grades earned must be A+, A, A-, B+, B, or P
5. The courses may not have been used to satisfy the requirements for another degree
6. Transfer courses are subject to the seven-year limit for degree completion

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

Reservation of Graduate Credit: Permission to Register for Graduate Credit. An undergraduate student working toward a bachelor's degree must request permission to register for a graduate-level course. The student must file a form with the Graduate School by the first Friday of the term in which he or she wants to enroll in the graduate course. 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. This option is available to seniors only and is limited to a maximum of three graduate courses not

exceeding a total of 12 credits.
Registration in a graduate-level course is only available to undergraduate students with at least a 3.00 GPA in each of the last three terms of work.

Courses that do not qualify: Credits in Research (601); Supervised Teaching (602); Internship (604); Reading and Conference (605); Field Studies or Special Problems (606); Workshop, Special Topics, or Colloquium (508 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609).

Transfer of Reserved Graduate Credit. Undergraduates who have passed graduate-level courses that have been approved in Option 2 of the Reservation of Graduate Credit process may apply up to 12 credits to a master's degree (within the overall 15-credit maximum for transfer credit).

Course work taken for letter grades (mid-B or better) and P/N courses, if accompanied by the instructor's statement that the passing grade was equal to a mid-B or better, is eligible for consideration. If approved, these courses can be used to satisfy relevant university master's degree requirements. A Request for Transfer of Graduate Credit form (available on the Graduate School's website) must be filed within two terms of acceptance into a master's degree program and within two years of earning the bachelor's degree.

Other University of Oregon Transferred Credit. A maximum of 15 graduate credits earned at the University of Oregon while classified as a graduate postbaccalaureate student, a nonadmitted graduate student enrolled in the Community Education Program or in summer session, or a student earning a graduate certificate may later be counted toward the master's degree (see Other Graduate Classifications under General Requirements and Policies), pending school or department endorsement and Graduate School approval. This is within the overall 15-credit maximum for transfer credit to a 45-credit master's degree program. Grades earned must be A+, A, A-, B+, B, or P.

Distinction between MA and MS Degrees

Students pursuing an MA 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 MS 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 Thesis and Dissertation Style and Policy Manual, available on the Graduate School's website. Only theses that meet the standards of style and form discussed in that manual are accepted

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 advisor 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.

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 MA or the MS 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 or individualized program. Interdisciplinary programs are described below.

The requirements for an MS 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 MA degree, the student must show knowledge of a second language equivalent to satisfactory completion of the second-year college sequence either with the College Level Examination Program test or with adequate undergraduate course work. As with all work for the master's degree, language competence must be demonstrated within the overall seven-year time limit.

Applied Information Management Program

Kelly C. Brown, Director

541-346-4231

800-824-2714

Baker Downtown Center, 975 High Street, Suite 110
Eugene OR 97401

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Advisory Board and Associates

Hope Angel, Oregon Health and Science University

Kelly C. Brown, applied information management

Curtis D. Lind, Academic Extension

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 only available online, leads to a master of science (MS) degree from the Interdisciplinary Studies Program offered by the Graduate School.

The AIM Program offers innovative graduate study in management education, framed from the perspective that information managers, to be effective, must have more than an understanding of new technologies. To meet the challenges of the future, they must combine knowledge in management, business, and communications within a technological and global context.

Graduate Study in Applied Information Management. To earn a master of science degree in interdisciplinary studies: applied information management 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 100 (Internet-based), or a minimum International English Language Testing System (IELTS) score of 7.5. The typical student works in a technology-oriented position, has five years professional experience, and has a clear understanding of how the academic program can promote and augment professional goals.

More information, application materials, and a list of required courses are available on the program's website and from the program coordinator at the AIM office in Eugene.

Applied Information Management Courses (AIM)

405 Reading and Conference: [Topic] (1-5R)

406 Special Problems: [Topic] (1-5R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-6R)

605 Reading and Conference: [Topic] (1-5R)

606 Special Problems: [Topic] (1-5R)

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

608 Workshop: [Topic] (1-6R)

609 Terminal Project (1-6R)

610 Experimental Course: [Topic] (1-6R)

642 Managing Organizations in Technological Environments (3) Examines critical issues in business and provides a framework for redesigning organizations in response to change. Topics include market trends, work-force changes, and environmental conditions.

644 Marketing Management and Planning (3) Investigates the design of a marketing program, nature and behavior of markets, marketing decisions and law, evaluation of marketing efficiency, and issues involving technology.

646 Creating Business Solutions with Technology (3) Methods of aligning information technology planning

with corporate goals and objectives. Topics include strategic planning, design and evaluation of technology projects.

654 Information Design and Communication (3) Addresses concepts, vocabulary, tools, and technologies related to the design and preparation of electronically processed and print information that increase attention and understanding.

656 Information Design Trends (3) Examines information design trends as they affect standards 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 MA and MS 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 programs from the 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 advisors during the course of study.

Guidelines in the IS:IP program include the following:

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

Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisors 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 advisors, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisors must be designated as chair. Subsequent changes in the program must be approved by both the advisor in the area involved and the IS:IP director. More information about the IS:IP program is available on the Graduate School website.

Doctoral Degrees

Doctor of Philosophy

The degree of doctor of philosophy (PhD) 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 PhD 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.

Residency and Credit Requirements

For the PhD degree, the student must complete the equivalent of at least 81 credits of graduate-level academic

work beyond the bachelor's degree over the course of al least three calendar years. At least one academic year-the residency year-must be completed at the University of Oregon after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. The residency year is expected to be the first year after admission as a doctoral student. During this year of residency the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study toward the degree, with a minimum of 9 completed graduate credits a term in the student's major. Courses in Research (601), Reading and Conference (605), and other individualized study options may be a part of the 9 credits, but the majority of the year of residency in expected to consist of regular graduate course work.
A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as (1) the student has been officially awarded the master's degree, (2) the doctoral degree program immediately follows the master's degree program, and (3) both the master's degree and the doctoral degree are in the same discipline.

Students working toward a PhD 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 PhD 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 advisor 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 advisor 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. Doctoral dissertations must be submitted to ProQuest (formerly University Microfilms International) in Ann Arbor, Michigan. Copyright registration is optional.

Research Compliance. University policy requires that students who intend to engage in research involving human or animal subjects have their research procedures approved before they begin to collect data. Researchers who want to use human subjects may obtain protocol forms and procedures from the Research Compliance Services website, orcr.uoregon.edu. Researchers who want to use vertebrate animals may obtain protocol forms and procedures from the Animal Care Services website, acs.uoregon.edu/acs.

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. Three of the members are from the department awarding the degree and one is from outside the department. When appropriate, some of the home department committee members may be from another department, with the approval of the dean of the Graduate School and the home department. The committee should be proposed to the dean within one month of advancement to candidacy but in no case later than six months before completion of the dissertation.
A detailed description of the policy on dissertation committees is available on the Graduate School's website.

Dissertation Registration. Registration for Dissertation (603) is allowed only after the candidate has advanced to candidacy. Doctoral students must have a minimum of 18 credits of Dissertation (603) to graduate. Doctoral students are required to enroll for a minimum of 3 credits of Dissertation (603) in the term of degree completion and during any other term in which they are utilizing faculty time or university resources.

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.

The application for final oral defense must also be filed with the Graduate School three weeks before the formal defense. Visit the Graduate School website for specific instructions.

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 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.

Committee members should sign the Certificate of Completion, signaling 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 Certificate of Completion. 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. Once the dissertation has been approved by the committee, the student must submit the dissertation electronically to the Graduate School. Visit the Graduate School website for deadlines and submission instructions.

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, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within this seven-year period. On-leave and in absentia status does not extend the seven-year deadline.

A petition for an extension of the period can only be considered if the student has already advanced to candidacy and has an approved dissertation proposal by the end of the seventh year. Petitions for extension of the seven-year limit may include the requirements of a second year of residency or a new set of comprehensive examinations or both. Petitions are evaluated case by case and are not automatically granted.

In addition, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years) to ensure currency of knowledge. In such cases, a petition for an extension of that three-year period is evaluated in the same manner as a petition to extend the seven-year limit.

Students are responsible for staying informed about, and complying with, departmental regulations as well as Graduate School regulations.

Continuous Enrollment

Unless on-leave status has been approved, a student enrolled in a doctoral program must attend the university continuously until all the program's requirements, including submission of the dissertation to the Graduate School, have been met. To be continuously enrolled, the student must register for 3 graduate credits each term excluding summer sessions. See On-Leave Status under General Requirements and Policies.

In Absentia Registration

Following advancement to candidacy, only three academic terms of in absentia status are allowed. While on in absentia status, 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 status 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.

Doctor of Education

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

General Requirements

Candidates for the DEd 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 PhD 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 DEd 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 advisor's permission to take the examinations.

Doctor of Musical Arts

Requirements for the doctor of musical arts (DMA) degree include formal admission, proficiency and comprehensive examinations, second languages, a program of study including area of emphasis, and a dissertation or lecture document. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the PhD degree. See the **School of Music and Dance** section of this catalog for details.

DMA in Performance. The doctor of musical arts degree in performance has two options.

Option I requires a written dissertation after completion of the program of courses and seminars, the required recitals or other performances, and the comprehensive examinations.

Option II requires the student to give a lecture-presentation and produce a written document of fifty pages in lieu of the traditional written dissertation. The presentation and document are in addition to recitals or performances required in the various areas of performance.

Chronological Summary of Procedures Leading to Doctoral Degrees

1. **Admission**
2. **Continuous enrollment.** Students enrolled in advanced degree programs must attend the university continuously (except for summers) until all the program's requirements are completed, unless on-leave or in absentia 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 at least 81 credits of accredited 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 completed at the University of Oregon
4. **Second languages or other specialized knowledge.** Regulations are set by the department, school, or

college

5. A 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. A minimum of 18 credits in Dissertation (603) are required after advancement
7. **In absentia.** Postadvancement doctoral students are allowed only three academic terms of in absentia status following advancement to candidacy
8. Application for degree made to the Graduate School. Deadlines and instructions are available on the Graduate School website
9. **Defense of dissertation.** Application for final oral defense 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

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Research Centers and Institutes

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 about the programs and financial aid from institute and center directors as well as online: research.uoregon.edu/content/uo-research-centers-and-institutes.

Center for Advanced Materials Characterization in Oregon

David C. Johnson, Director

541-346-5898

http://camcor.uoregon.edu

The Center for Advanced Materials Characterization in Oregon (CAMCOR) is a user facility housing a comprehensive array of materials characterization instrumentation and expertise to serve the needs of researchers on the University of Oregon campus, regional industries, and academic institutions. The facilities provide infrastructure for research in chemistry, nanoscience, engineering, physics, materials science, geology bioscience, and optics.

Center for High Energy Physics

James E. Brau, Director

541-346-4898

http://uoregon.edu/~chep

The Center for High Energy Physics (CHEP) enhances the physics research activities at Oregon by sponsoring seminars on topics in high-energy physics, hosting visiting scientists, supporting graduate student research, aiding interaction between experimental activities and theoretical investigations of Oregon scientists, and fostering communication of research to the broader community.

Center for Latino and Latin American Studies

Lynn Stephens, Director

541-346-5714

http://cllas.uoregon.edu

The Center for Latino and Latin American Studies (CLLAS) provides an interdisciplinary platform to facilitate collaborative research, scholarship, and community outreach efforts focused on Latin America and U.S. Latino populations.

Center for the Study of Women in Society

Carol Stabile, Director

541-346-5015

http://csws.uoregon.edu

This multidisciplinary research center generates, supports, and disseminates research on gender and all aspects of women's lives. A member of the National Council for Research on Women, the center is one of ninety-five women's research and policy facilities in the United States and among 300 such centers in more than eighty countries.

Center on Human Development

Jane Squires, Director

541-346-2634
http://ucedd.uoregon.edu

Housed within the College of Education, the Center on Human Development (CHD) conducts research, technical assistance, interdisciplinary training, and community services activities focused on individuals with disabilities, and individuals who are at risk for disabilities, from birth through adulthood. The University Center for Excellence in Developmental Disabilities performs management and coordination functions for CHD, and together they conduct research, services, and training to improve the quality of life for all persons with developmental disabilities and their families.

Child and Family Center

Elizabeth A. Stormshak, Director

541-346-4805

http://cfc.uoregon.edu

The Child and Family Center staff is dedicated to understanding and promoting mental health and resilience within families in all cultural communities. The institute conducts research on social-emotional development from infancy through adolescence and provides innovative assessment, prevention, and intervention services for children and families.

Community Service Center

Robert G. Parker and Megan E. Smith, Codirectors

541-346-3889

http://csc.uoregon.edu

The Community Service Center (CSC) is an interdisciplinary organization that assists Oregon communities by providing planning and technical assistance to help solve local issues and improve the quality of life for residents of the state. The center's role is to link the skills, expertise, and innovation of higher education with the economic development and environmental needs of communities and regions in the state of Oregon, providing service to the state and learning opportunities to students.

Computational Science Institute

John S. Conery, Director

541-346-4408

http://www.csi.uoregon.edu

Computational science is a multidisciplinary field that combines research in the physical sciences with work in applied mathematics and computer science. Several faculty members and graduate students at the Computational Science Institute (CSI) are involved in computational science-related projects such as bioinformatics, parallel computing, and software tools for the field.

Institute for a Sustainable Environment

Cassandra Moseley, Director

541-346-0675

http://sustainable.uoregon.edu

The Institute for a Sustainable Environment (ISE) performs funded research projects related to regional analysis for managing landscape change due to population growth, climate change, economic change, and policy change. The institute also undertakes consulting projects and investigations related to these problems, helping governments and corporations adapt their policies and practices to better cope with rapidly evolving sustainability issues and challenges.

Institute of Cognitive and Decision Sciences

Frances J. White, Director

541-346-4941
http://www.uoregon.edu/~icds

The Institute of Cognitive and Decision Sciences (ICDS) is dedicated to exploring the workings of the mind and brain and how they affect human behavior and social interaction. Its goals are to advance the empirical study and theoretical understanding of cognition, culture, and communication from an interdisciplinary perspective.

Institute of Ecology and Evolution

Brendan Bohannan, Director

541-346-4532

http://ie2.uoregon.edu

The Institute of Ecology and Evolution (IE^2), established in 2002 as the Center for Ecology and Evolutionary Biology, promotes and facilitates research and graduate education in ecology and evolutionary biology. The institute encourages scientific interactions among its members and between members and the wider academic community.

Institute of Molecular Biology

Eric Johnson, Director

541-346-5151

http://www.molbio.uoregon.edu

The University of Oregon offers a wide variety of research and training opportunities in contemporary molecular, structural, cellular, and developmental biology. The Institute of Molecular Biology (IMB) fosters research and training in contemporary biology at the molecular level by bringing scientists from biology, chemistry, and physics into a common intellectual and physical space.

Institute of Neuroscience

Shawn Lockery, Director

541-346-4544

http://www.neuro.uoregon.edu

The Institute of Neuroscience (ION) is an interdisciplinary research group of scientists, with faculty members and students drawn from the Departments of Biology, Human Physiology, and Psychology Its laboratories offer graduate and postdoctoral training in the neurosciences with projects that address the development of the nervous system and human cognitive processes.

Institute of Theoretical Science

Dietrich Belitz, Director

541-346-4738

http://uoregon.edu/~its

The Institute of Theoretical Science (ITS) is a center for research in several interrelated disciplines that encompass mathematics, theoretical chemistry, and theoretical physics. Research interests of the institute's members include particle physics, astrophysics and cosmology, gravitational physics, condensed matter physics and statistical mechanics, group representation theory, geometric analysis, atomic physics, nonlinear dynamics, optical physics, biophysics, and the foundations of quantum mechanics.

Institute on Violence and Destructive Behavior

Jeffrey R. Sprague and Hill M. Walker, Codirectors

541-346-3591

http://darkwing.uoregon.edu/~ivdb

The Institute on Violence and Destructive Behavior (IVDB) aids schools and social service agencies in addressing violence and destructive behavior, at the point of school entry and beyond, to ensure safety and facilitate the academic achievement and healthy social development of children and youth. Institute personnel study the conditions, developmental processes, and risk-protective factors related to the prevention of violence, school failure, delinquency, and other destructive outcomes among at-risk children and adolescents.

Lewis Center for Neuroimaging

Jolinda Smith, Interim Director

541-346-0337

http://lcni.uoregon.edu

The Robert and Beverly Lewis Center for Neuroimaging (LCNI), a component of the Brain, Biology, and Machine Initiative at the University of Oregon, supports interdisciplinary research in cognitive neuroscience and biological imaging. LCNI has a Siemens Allegra 3T magnetic resonance imaging (MRI) unit and full capabilities for the design and fabrication of magnetic resonance coils to support a broad range of research needs and applications.

Materials Science Institute

Richard P. Taylor, Director

541-346-4307

http://materialscience.uoregon.edu

The purpose of the Materials Science Institute (MSI) is to study the structure and properties of materials, to educate in the sciences of materials, and to serve Oregon as a resource in these sciences. Since 1985, the institute has more than tripled the size of its research program, developed four new graduate programs in materials, and contributed to the state's prosperity through collaboration with more than twenty-five Oregon companies.

Industrial Internships for Master's Degrees in Chemistry or Physics

The Materials Science Institute sponsors internship programs in photovoltaic and semiconductor devie processing; organic synthesis and organometallics; polymers and coatings; and optical materials and devices. 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 to four graded 4-credit courses. Students who successfully complete these courses interview for internships with local and regional industries. Students selected by these companies complete a nine-month internship with salaries ranging from $2,000 to $5,400 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 advisors and report on their internship experience. Students can earn a master of science degree in chemistry or physics by completing an additional 12 graduate credits of course work at Oregon or at a college or university close to their internship location.

Neuroinformatics Center

Allen D. Malony, Director

541-346-0534

http://www.nic.uoregon.edu

The Neuroinformatics Center (NIC) researches the application of computer science and numerical computation to problems with brain modeling and imaging. High-performance computing plays a significant role in the research at the center, which is part of the University of Oregon's Brain, Biology, and Machine Initiative.

Northwest Indian Language Institute

Janne Underriner, Director

541-346-0730

http://www.uoregon.edu/~nwili

The Northwest Indian Language Institute (NILI) provides teachers, community members, and UO students with training in the teaching of Native American languages and linguistics. With tribal partners, NILI supports and strengthens language preservation and restoration efforts by establishing collaborative projects that meet the specific needs and desires of each language community.

Oregon Center for Optics

Miriam Deutsch, Director

541-346-4528

http://oco.uoregon.edu

The Oregon Center for Optics (OCO) encompasses research in basic and applied aspects of optics in physics and physical chemistry. Members of the center are instructors in physics and chemistry; associate members are from these departments as well as from institutions outside the university; students-undergraduate, master's, and doctoral-are involved in all aspects of research at OCO.

Oregon Humanities Center

Barbara K. Altmann, Director

541-346-3934

http://ohc.uoregon.edu

The Oregon Humanities Center (OHC) is the sole interdisciplinary umbrella organization for the humanities at the University of Oregon. It seeks to promote and strengthen the humanities both on campus and in the broader community by supporting faculty research and teaching, fostering collaboration among the disciplines, and sponsoring a wide variety of public programs.

Oregon Institute of Marine Biology

Craig M. Young, Director

541-888-2581

http://uoregon.edu/~oimb

Founded in 1930, the Oregon Institute of Marine Biology (OIMB) is the third-oldest marine laboratory on the Pacific Coast. The 130-acre campus, located about two hours from Eugene, maintains housing and research facilities for visiting investigators and students from other institutions. Members of the resident faculty are from the UO Department of Biology, conducting research on the development, ecology, evolution, and physiology of marine organisms worldwide from the intertidal zone to the deep sea.

Solar Energy Center

Frank Vignola, Director

541-346-4745

http://solarenergycenter.uoregon.edu

The Solar Energy Center's goal is to build and strengthen the infrastructure necessary for the planning, design, and operation of solar energy technologies, ranging from heating water, "daylighting" (increasing the energy efficiency of a building by maximizing the amount of daylight versus electric light), heating and cooling buildings, and generating electricity. The work of the center includes the development of new designs and the training of future designers and planners in sustainable, energy-efficient buildings; development of a regional solar radiation database along with the tools to aid in appropriate design and operation of solar systems; testing of photovoltaic technologies from cells to systems; and studying the legal, economic, and technical problems accompanying solar energy development in this region.

Transgenic Mouse Facility

541-346-4935

http://www.neuro.uoregon.edu/ionmain/TMF/index.html

The goal of the Transgenic Mouse Facility is to provide all the services necessary to produce and maintain genetically modified mice. These services range from designing projects to maintaining colonies.
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Honors and Awards

Academic Honors

Departmental Honors
Many departments at the University of Oregon offer a bachelor's degree with honors in the academic major. Students may graduate with honors in the following majors:

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

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

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

College of Education-educational studies.

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

College Scholars Program

Through the College Scholars Program, 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.**

Honors Lists

Dean's List

The Dean's List is announced after each fall, winter, and spring term. To qualify, a student must be an admitted undergraduate and complete at least 15 credits for the term; 12 of the 15 credits must be graded with a GPA of 3.75 or better.

Junior Scholars

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

Latin Honors

Graduating seniors who have earned at least 90 credits in residence at the University of Oregon and have successfully completed all other university degree requirements are eligible for graduation with Latin honors. These distinctions are based on students' cumulative GPAs at the University of Oregon and the percentile rankings in their respective graduating classes, as follows:

Top 10 percent-*cum laude*

Top 5 percent-*magna cum laude*

Top 2 percent-*summa cum laude*

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

upon graduation.

Honor Societies

One means of recognizing outstanding students at the University of Oregon is through election to membership in a chapter of a local, national, or international honor society. Criteria for membership and the scope of activities vary. Some focus on scholastic achievement; others consider grades and other factors such as community service and leadership. Some honor societies select members by invitation only; for others, students must submit applications.

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

Honoraries Based on Scholarship

(membership by invitation)

Golden Key

Amy Neutzman, Advisor

541-346-3226

Golden Key national honor society recognizes scholastic achievement in undergraduate fields of study. Eligibility is limited to the top 15 percent of juniors and seniors. Students must have a 3.70 GPA and a minimum of 45 credits at the university to be invited. A membership reception is held in the spring, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: $60.

Phi Beta Kappa Society

Kevin Hatfield, President

541-346-1977

www.uoregon.edu/~pbk

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honor society in the nation. The UO has the only Phi Beta Kappa chapter in the Oregon University System.

The society honors students whose undergraduate academic records fulfill the objectives of a liberal arts education. Selection for Phi Beta Kappa is not automatic, but students do not have to apply or be nominated for consideration.

After screening academic records, a committee of Phi Beta Kappa members makes recommendations to the membership at large. Following an election meeting in late May, elected students are invited to join. Also elected are the Oregon Six-six students voted the most outstanding of those elected to membership that year. Students who accept the invitation to join are initiated before spring commencement. Initiation fee: $45.

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

Honoraries Based on Scholarship, Leadership, and Service

(membership by invitation and application)

Friars

Chicora Martin, Advisor

541-346-1134

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

Deanna Belcher, Advisor

541-346-8285

A national honor society for seniors, Mortar Board emphasizes excellence in the areas of scholarship, leadership, and service. To be eligible for membership, students must have at least a 3.35 GPA, must be a full-time student at the University of Oregon, and must have attained junior academic standing as of fall term. Selection and initiation of qualified candidates takes place spring term.

Professional Organizations

Alpha Kappa Delta

Jiannbin Lee Shiao, Advisor

541-346-5366

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

Alpha Kappa Psi

Charles Kalnbach, Advisor

541-346-6164

Alpha Kappa Psi is a national, professional fraternity for majors and minors in business, computer and information science, and economics. Founded to enhance the business education of men and women, the organization's mission is to develop well-trained, ethical, skilled, resourceful, and experienced business leaders. To achieve this, each chapter supplements the traditional classroom experience with business field trips, seminars, career activities, research surveys, and other professional events. A cumulative GPA of at least 2.75 is required for membership. Alpha Kappa Psi stands for the highest ideals of conduct and achievement in university and professional life. Initiation fee: $60.

Asklepiads

Jenni Van Wyk, Advisor

541-346-3211

Asklepiads is for students interested in careers in the health sciences. Activities include dispensing prehealth sciences literature, maintaining information files on medical schools, supervising preceptorships in health fields, and arranging tours of the Oregon Health and Science University in Portland. Information and applications are available in 364 Oregon Hall.

Beta Alpha Psi

Joel Sneed, Advisor

541-346-3417

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

Beta Gamma Sigma

Lynn R. Kahle, Advisor

541-346-3373

Beta Gamma Sigma, a national scholastic honor society in business administration, promotes the advancement of education in the art and science of business and fosters integrity in the conduct of business operations. To be eligible for membership, a student must rank in the top 5 percent of the junior class, the top 10 percent of the senior class, or the top 20 percent of a master's degree program, or be a graduating doctoral candidate. Membership is by invitation only. Selection is by a faculty committee. Beta Gamma Sigma is strictly an honorary organization with no formal meetings other than the social functions accompanying initiation. Initiation fee: $55.

Delta Phi Alpha

Martin Klebes, Advisor

541-346-2818

Chartered in 1936, Delta Phi Alpha is a national honor society dedicated to promoting the study of German language, literature, and civilization; to furthering an interest in and a better understanding of German-speaking people; and to fostering a sympathetic appreciation of German culture.

Membership is open to graduate and undergraduate students who have completed two years of college German. Students must have an overall GPA of 2.75 and a GPA of 3.30 in their upper-division German courses. Initiation fee: $10.

Kappa Kappa Psi

Kappa Kappa Psi is an honorary band fraternity, a brotherhood dedicated to the betterment of bands and ensembles at the University of Oregon. The fraternity provides service around the School of Music and Dance, the campus, and the community, and honors high-quality musicians and students with membership.

Kappa Tau Alpha

Alan G. Stavitsky, Advisor

503-412-3659

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

Mathematics Association of America

541-346-4705

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 Wachter, Advisor

541-346-3758

An international music fraternity, Mu Phi Epsilon members gain experience in public performances. Music majors who have reached second-term freshman standing in the music-major curriculum are eligible for election on the basis of scholarship, musicianship, character, and personality. Activities include presenting musical programs on and off campus, organizing receptions at musical events, and hosting guest artists. Initiation fee: $43.

Order of the Coif

Margaret L. Paris, Advisor

541-346-3880

Chartered at the UO in 1934, Order of the Coif is a national law school honor society that recognizes superior scholarship and promotes the ethical standards of the legal profession. The School of Law faculty selects members from the top 10 percent of each graduating class. Initiation fee: $25.

Phi Beta

www.phibeta.com

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

Pi Alpha Alpha, a national honor society, promotes scholarship and recognition among students and professionals in public affairs and administration and fosters integrity and creative performance in government and related public service. To become members, past or present students or teachers must display high academic achievement or outstanding public service in public-affairs or public-administration programs of universities that belong to the National Association of Schools of Public Affairs and Administration. Initiation fee: $30.

Psi Chi

Jane Mendle, Advisor

541-346-3942

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.

Sigma Tau Delta

Corbett Upton, Advisor

541-346-3961

Sigma Tau Delta is the international English honor society, an organization that confers distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature. A member of the Association of College Honor Societies, Sigma Tau Delta began in 1924 at Dakota Wesleyan University. There are more than 800 active chapters located in the United States, the Caribbean, Europe, and the Middle East. To be eligible to apply, students must have a minimum overall GPA of 3.25 and a minimum English GPA of 3.50, and have completed at least three semesters or five terms of college course work and four English courses by the spring term. Initiation fee: $40.

Upsilon Pi Epsilon

Michal Young, Advisor

541-346-4140

Upsilon Pi Epsilon is the only existing honors society in the computing and information disciplines. Its mission is to recognize academic excellence at both the undergraduate and graduate levels. Criteria for membership are available from the advisor. Initiation fee: $15.

Service Organizations

Alpha Phi Omega

Carl Yeh, Advisor

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 the Dean of Students.

- American Association of University Women Senior Recognition Award (senior woman)
- Arts and Advocacy in the Lesbian Community Award (art or music student)
- Bess Templeton Cristman Award (junior woman)
- Burt Brown Barker Vice Presidential Cups (men's and women's living organizations)
- Centurion Awards (undergraduate students)
- Robert and Opal Clark Scholarship (any student)
- Dean's Award for Service (senior)
- Doyle Higdon Memorial Trophy (sophomore student-athlete)
- Ella Travis Edmundson and Mercy Travis Davis Scholarship (sophomore, junior, and senior women)
- Emerald Athletic Award (senior student-athlete)
- Friendship Foundation Awards (international student)
- Frohnmayer Award (fifth-year senior)
- John Moore Scholarship (lesbian, gay, bisexual, and trangender concerns)
- Gerlinger Cup (junior woman)
- Gherty-Moore Nontraditional Student Scholarship
- Golda Parker Wickham Scholarship (any student)
- Graduate Service Awards (master's or doctoral students)
- R. J. Hoyman Scholarship (lesbian, gay, bisexual, and transgender concerns)
- International Student Awards (any student)
- Jackson Athletic Trophy (senior woman athlete)
- Jewel Hairston Bell Award (person of color)
- Jim Buch Award (junior)
- Koyl Cup (junior man)
- Mary Hudzikiewicz Award (freshman)
- Maurice Harold Hunter Leadership Scholarship (junior man from Oregon)
- Mother's Club Scholarships (any student)
- Nontraditional Student Award
- Osher Scholarship (reentry nontraditional students)
- Paul Olum Award (senior)
- Ray Hawk Award (senior)
- School of Music and Dance (music students)
- Student Sustainability Award (sophomore or junior)
- 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 Department of Women's and Gender Studies administers the Bruce M. Abrams Award in Lesbian, Gay, Bisexual Studies. The winning undergraduate project, which may be from any discipline, is honored with a $500 prize.

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

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

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

Students should inquire at their home departments about additional contests or competitions for expository or creative writing or other student projects.

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College of Arts and Sciences

W. Andrew Marcus, Acting Dean
541-346-3902

114 Friendly Hall

http://cas.uoregon.edu

About the College

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

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

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

Building on its foundational undergraduate curriculum, the college offers fifty major degree programs in the humanities, social sciences, and natural sciences. Moreover, the College of Arts and Sciences is the heart of the university's research enterprise. The college has more than 800 faculty members, most of whom are engaged in active research programs and make original contributions to their respective fields of knowledge. Because of this, students have the opportunity to learn from leading researchers while receiving a liberal education that prepares them to be successful global citizens in the twenty-first century.

Liberal Education

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

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

Academic Programs

The College of Arts and Sciences offers numerous disciplinary and interdisciplinary degree programs and majors, a varied selection of minors, and several certificates. These are described in detail in the pages that follow. As part of the requirements for graduation from the University of Oregon, every student undertakes in-depth study in an area of specialization that is the student's major. Many students find it advantageous to complete a minor or certificate in an area of specialization that complements the major. Some minor programs offer a student whose major is in the College of Arts and Sciences the chance to gain expertise in subjects offered by a professional school.

Preparatory Programs. The college has preparatory programs for professional specializations. Information about these programs-those offered by the College of Arts and Sciences and those offered elsewhere in the university-is in the **Academic Resources** section of this catalog.

Undergraduate Research Opportunities. The University of Oregon is smaller than most public research universities because it does not have schools of medicine, agriculture, public health, engineering, or veterinary medicine. This means that it can offer a learning environment scaled for faculty-student interaction that is more like a private liberal arts college than a large research institution.

Undergraduate students are encouraged to participate in faculty research projects. Arrangements must be made with the individual faculty member and the department.
Opportunities are plentiful: last year, almost 800 undergraduates enrolled in research credit hours in the College of Arts and Sciences. In addition, more than twenty departments in the College of Arts and Sciences offer an honors program with an undergraduate research thesis requirement.

Advising

Students who have declared a major, or who are premajors in a particular field, plan their programs with advisors in their major departments. Majors should be chosen by the middle of the sophomore year. Many entering freshmen-and some students at more advanced stages-have not decided on a major or even the general direction of their academic work. These undeclared students are assigned academic advisors by the director of college advising and the Office of Academic Advising.

Preparation for Kindergarten through Secondary School Teaching Careers

Students who complete a degree in a College of Arts and Sciences department are eligible to apply to the College of Education's fifth-year licensure programs in middle-secondary and elementary teaching. More information is available in the **College of Education** section of this catalog, or by visiting ecat.uoregon.edu.

College Scholars

College Scholars is an honors-track program that provides an opportunity for high-achieving and motivated students to enrich their undergraduate education through unique course offerings and intensive interaction with some of the college's finest faculty members. The program attracts and challenges academically strong and gifted students, and fosters excellence by enhancing the core elements of a liberal arts education: critical reasoning; curiosity; written and oral communication; literary and artistic expression; ethical and moral judgment; and philosophical, historical, scientific, and other forms of inquiry.

Admission. Students are invited to apply to the program if they have a high school GPA of 3.75 or higher and comparable performance on standard tests: SAT combined reading and mathematics score of 1200 or higher, or ACT combined score of 26 or higher. Students are invited to apply for admission during the winter before their freshman year.

Required Elements

Freshman Colloquia. In these 1-credit courses, entering freshman college scholars meet distinguished faculty members who discuss current research and opportunities for undergraduates within their departments. Students are required to complete two colloquia during their first year at Oregon. Each term, freshman colloquia are offered in the natural sciences, social sciences, and humanities.

General-Education Courses. Students in the program have the opportunity to enroll in special courses that satisfy UO general-education requirements needed for graduation. These courses are typically limited to twenty-two students and are taught by accomplished faculty members. Students are expected to complete four College Scholars general-education courses, typically two courses during the first year and two during the second year. In the first year, a Reacting to the Past course is included as one of the two required courses. At the University of Oregon, Reacting to the Past courses are unique to the College Scholars program. In these courses, students learn about pivotal events in history by taking on roles to act out some part of what took place. This format promotes understanding of the larger underlying ideas, improves critical-thinking skills, encourages students to take an active role in their own learning, and develops their ability to do so.

Above and Beyond. Students in the College Scholars program are expected to pursue additional opportunities as they advance to their second through senior years (e.g., research assistantships, internships, departmental honors). Advising and mentoring is available to students enrolled in the program to facilitate this requirement, both formally through College Scholars events and informally through peer advising.

Other Opportunities

Global Scholars Hall. Students in the program may choose to live in the Global Scholars Hall, which has an atmosphere that encourages intellectual and personal growth; resident assistants in the honors hall are drawn from College Scholars and other honors programs.

For more information, visit csch.uoregon.edu.

Arts and Sciences Courses (CAS)

101 (H) Reacting to the Past (4) Centers on complex, exciting role-playing simulations of decisive historical events and develops key analytical skills in close readings of classic texts.

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 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 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 College Scholars program. **R** twice for a maximum of 3 credits.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

407 Seminar: [Topic] (1-12R)

409 Practicum: [Topic] (1-12R)

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African Studies

Stephen R. Wooten, Program Director
541-346-5051
541-346-5041 fax

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5206 University of Oregon
Eugene OR 97403-5206

http://africa.uoregon.edu

Participating Faculty

Lindsay F. Braun, history

Yvonne A. Braun, women's and gender studies

André Djiffack, Romance languages

Jenifer P. Craig, dance

John Fenn, arts and administration

Stephen R. Frost, anthropology

Daphne E. Gallagher, anthropology

Dennis C. Galvan, international studies

Ibrahim J. Gassama, law

Lisa M. Gilman, English

Melissa Graboyes, history

Rita Honka, dance

Karen McPherson, Romance languages

Doris L. Payne, linguistics

H. Leslie Steeves, journalism and communication

Peter A. Walker, geography

Janis C. Weeks, biology

Frances J. White, anthropology

Stephen R. Wooten, international studies

Associated

Chris Bennett, international affairs

Ken DeBevoise, political science

Anthony Hicks, law

Gwen Meyer, special education and clinical sciences, retired

Kathy Poole, international affairs

John E. Russell, library

About the Program

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

Students may earn an undergraduate minor in African studies.

Overseas Opportunities

The university sponsors a summer journalism program in Ghana as well as a summer international studies program in Dakar, Senegal. UO students may apply to study at the University of Ghana; the University of Cape Town or Stellenbosch University, South Africa; or the University Cheikh Anta Diop, Senegal, through the Council on International Educational Exchange. Students may also choose one of nineteen programs in thirteen African countries sponsored by the School for International Training-Botswana, Cameroon, Ethiopia, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Tunisia, and Uganda. Financial aid is available for all these programs. For more information, call the International Affairs office, 541-346-3207.

Students in all University of Oregon study abroad programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog. Students may earn academic credit while gaining career-related work experience through internships in sub-Saharan Africa overseen by the IE_3 Global Internships program. Financial aid is available. Information may be requested from the International Affairs office.

African Language Study

The UO offers first- and second-year Modern Standard Arabic and Swahili. UO 5-credit Arabic and Swahili courses satisfy the university's two-year BA foreign-language requirement. For courses in Arabic, see the **Religious Studies** section of this catalog.

The University of Oregon also offers opportunities for self-study, with the assistance of native speakers, in Akan, Wolof, Bamana-Dyula, Hausa-Fulani, Shona, and Amharic. Information is available from the Yamada Language Center; call 541-346-4011.

Undergraduate Studies

Minor in African Studies

Each student in the minor program is assigned a faculty advisor. Students who want to earn an undergraduate minor in African studies must satisfy the following requirements, comprising 28 graded credits and *either* the study of an African language *or* a study abroad or internship opportunity in Africa. Current Africa-related courses that count toward the minor are listed on the program website (africa.uoregon.edu) under the african studies minor link.

Four Required Courses (16 credits).

1. Introduction to African Studies (HUM 315)
2. One 4-credit course in African history, selected from Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), or a special topics course in African history
3. One 4-credit course in contemporary African issues, such as the following: Africa Today: Issues and Concerns (INTL 345), Development and Social Change in Sub-Saharan Africa (INTL 445), Political Ecology (ENVS 450), Sociology of Developing Areas (SOC 450), Advanced Geography of Non-European American Regions: Africa-Politics, Development, and Environment (GEOG 475), and others as offered
4. One 4-credit course in African culture, ethnicity, and identity, such as the following: *Culture et langage: identités francophones*(FR 303), Exploring Other Cultures: African Masks and Meanings (ANTH 310), Anthropological Perspectives on Africa (ANTH 327), African Languages: Identity, Ethnicity, History (LING 331), African Folklore (FLR 416), Comparative Tribalisms (INTL 447), 20th-Century Literature: Postcolonial Africa (FR 490), and others as offered

Electives (12 credits). Must be approved by a faculty advisor; 8 credits must be at the 400 level. Recommended courses include any of the courses listed above, or the following (though additional courses may be approved by your advisor): Dance and Folk Culture: Africa and the Diaspora (DAN 301), Diseases of Africa (BI 309), Social Issues and Movements (SOC 313), Music in World Cultures (MUS 358), Francophone Literature and Culture (FR 361), African Regional Histories (HIST 419), International Community Development (INTL 420), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Third World Development Communication (J 455), Repertory Dance Company: Rehearsal: Dance Africa (DAN 481), 20th-Century Literature: The Absurd and the Fantastic (FR 490), Seminar: Political Ecology (ENVS 607).

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

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

Restrictions: No more than 8 credits toward the minor may be from 100-level courses or courses with less than 50 percent Africa content, and no more than 4 credits may be from music or dance performance courses. Students must consult with an African studies advisor to confirm that curricular overlap between the student's major and the African studies minor maintains the principle of academic breadth.

Deviations from the requirements listed above must be approved by an African studies advisor.

Graduate Studies

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

African Studies Courses (AFR)

196 Field Studies: [Topic] (1-5R)
198 Workshop: [Topic] (1-5R)

199 Special Studies: [Topic] (1-5R)

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-12R)

403 Thesis: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

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

406 Field Studies: [Topic] (1-12R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-12R)

409 Supervised Tutoring (1-4R)

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

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Anthropology

Carol T. Silverman, Department Head
541-346-5102
541-346-0668 fax

308 Condon Hall

http://uoregon.edu/~anthro

Faculty

William S. Ayres, professor (Pacific islands and Southeast Asian archaeology, chiefdoms, archaeometry). BA, 1966, Wyoming; PhD, 1973, Tulane. (1976)

Diane B. Baxter, adjunct assistant professor (politics of identity and gender, ethnographic writing, Middle East). BA, 1976, California, Los Angeles; MA, 1982, California State, Northridge; PhD, 1991, California, Los Angeles. (1996)

Aletta Biersack, professor (New Guinea, historical anthropology, political ecology). BA, 1965, MA, 1969, 1972, PhD, 1980, Michigan. (1982)

Jon M. Erlandson, Philip H. Knight Professor of Liberal Arts and Sciences (New World archaeology, coastal adaptations, Pacific Coast of North America). BA, 1980, MA, 1983, PhD, 1988, California, Santa Barbara. (1990)

Stephen R. Frost, associate professor (human and primate evolution and paleontology, morphometrics, Africa). BA, 1994, California State, Long Beach; PhD, 2001, City University of New York, City College. (2004)

Lamia Karim, associate professor (cultural anthropology). BA, 1984, Brandeis; MA, 1993, Michigan; PhD, 2001 Rice. (2003)

Gyoung-Ah Lee, associate professor (paleoethnobotany, archaeology, East Asia). BA, 1992, Seoul National; M.Sc., 1997, PhD, 2003, Toronto. (2007)

Sandra L. Morgen, professor (gender, race, and class; women and health); associate dean, Graduate School. BA, 1972, Texas, Austin; MA, 1974, PhD, 1982, North Carolina, Chapel Hill. (1991)

Madonna L. Moss, professor (Northwest Coast, gender and archaeology, zooarchaeology). BA, 1976, William and Mary; MA, 1982, PhD, 1989, California, Santa Barbara. (1990)

Theresa D. O'Nell, associate professor (cultural anthropology, psychological and medical anthropology, native North America). BA, 1981, Notre Dame; AM, 1985, PhD, 1992, Harvard. (1998)

Philip W. Scher, associate professor (Caribbean, politics of culture, transnationalism). BA, 1987, Brown; MS, 1991, PhD, 1997, Pennsylvania. (2002)

Carol T. Silverman, professor (performance, Eastern Europe, gender). BA, 1972, City University of New York, City College; MA, 1974, PhD, 1979, Pennsylvania. (1980)

J. Josh Snodgrass, associate professor (human biology, human nutrition and energetics, skeletal biology). BA, 1995, California, Santa Cruz; MA, 1998, Florida; PhD, 2004, Northwestern. (2005)

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

Kirstin Sterner, assistant professor (molecular anthropology). BA, 2001, MA, 2005, PhD, 2009, New York. (2011)

Lawrence S. Sugiyama, associate professor (evolutionary psychology, behavioral ecology, biocultural anthropology). BA, 1985, MA, 1991, PhD, 1996, California, Santa Barbara. (1996)

Nelson Ting, assistant professor (primate evolution, molecular anthropology). BA, 1999, Washington (St. Louis); MA, 2001, Missouri, Columbia; PhD, 2008, City University of New York. (2011)

Frances J. White, associate professor (evolution of primate behavior, Africa). BA, 1980, MA, 1984, Cambridge; PhD 1986, State University of New York, Stony Brook. (2001)

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

Emeriti

C. Melvin Aikens, professor emeritus. BA, 1960, Utah; MA, 1962, PhD, 1966, Chicago. (1968)
Don E. Dumond, professor emeritus. BA, 1949, New Mexico; MA, 1957, Mexico City College; PhD, 1962, Oregon. (1962)

John R. Lukacs, professor emeritus. AB, 1969, MA, 1970, Syracuse; PhD, 1977, Cornell. (1976)

Geraldine Moreno Black, professor emerita. BA, 1967, State University of New York, Buffalo; MA, 1970, Arizona; PhD, 1974, Florida. (1974)

Paul E. Simonds, professor emeritus. BA, 1954, MA, 1959, PhD, 1963, California, Berkeley. (1962)

Harry F. Wolcott, professor emeritus. BS, 1951, California, Berkeley; MA, 1959, San Francisco State; PhD, 1964, Stanford. (1964)

Philip D. Young, professor emeritus. BA, 1961, PhD, 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

Brian Klopotek, ethnic studies

Patricia Krier, Museum of Natural and Cultural History

Brian L. O'Neill, 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 PhD degrees may find work in government, community colleges, or museums. For university teaching and research careers, a PhD degree is necessary.

Bachelor's Degree Requirements

The department offers course work leading to bachelor of arts (BA) and bachelor of science (BS) degrees. Major requirements are the same for each. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the **Registration and Academic Policies** section of this catalog.

Major Requirements

The major in anthropology requires 48 credits distributed as follows:

48 credits

World Archaeology (ANTH 150)	4
World Cultures (ANTH 161)	4
Introduction to Biological Anthropology (ANTH 270)	4
Upper-division course in a archaeology or prehistory	4
Upper-division course in cultural anthropology or Introduction to Language and Culture (ANTH 280)	4
Upper-division course in biological anthropology or one from Introduction to Human Origins (ANTH 170), Introduction to Monkeys and Apes (ANTH 171), Evolution of Human Sexuality (ANTH 173), Evolutionary Medicine (ANTH 175)	4
Three upper-division courses in one area of concentration-cultural anthropology, biological anthropology, or archaeology	12
Three elective upper-division anthropology courses	12

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

Cultural Resource Management. The following courses are recommended for students who want a focus in cultural resource management: Fundamentals of Archaeology (ANTH 340), Oregon Archaeology (ANTH 344), Workshop: Archaeology Field School (ANTH 408), North American Archaeology (ANTH 443).

The following courses are recommended:

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

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

Historic Preservation. Introduction to Historic Preservation (AAAP 411/511), Historic Survey and Inventory Methodology (AAAP 451/551)

Honors

Application for graduation with honors must be made through the student's departmental advisor 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 advisor

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 advisor. The required 24 credits must include the following:

1. 4 credits in 100- or 200-level courses
2. 16 credits in 300- or 400-level courses, of which 8 credits must be at the 400 level
3. 4 elective credits at any level

Of the 24 credits required in anthropology, 20 must be graded and passed with a C- or better.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **College of Education** section of this catalog.

Graduate Studies

Three advanced degrees are offered in anthropology: the master of arts (MA), the master of science (MS), and

the doctor of philosophy (PhD). These degrees entail work in the following subfields: archaeology and cultural or physical anthropology.
Graduate students must demonstrate competence in three subfields, typically through work at the master's level. Students spend the first year, and in some instances the first two years, establishing a broad foundation in anthropology by completing three of the following four courses with grades of B- or better: Basic Graduate Physical Anthropology (ANTH 680), Archaeology and Anthropology (ANTH 681), Anthropological Linguistics (ANTH 683), Social Theory I (ANTH 688).

Graduate students are members of the Association of Anthropological Graduate Students and are represented in the Student Senate.

Master's Degree Requirements

The master's degree requires a minimum of 45 credits of graduate work, of which at least 32 must be in anthropology, and the successful completion of courses-or in some cases an examination-in three of the four subfields of anthropology mentioned above. A master's paper is required, but a thesis is not.

The MA requires competence in a second language. There is no language requirement for the MS, 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.

PhD 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 MA or MS) approved by the department's faculty. The student's progress is measured by performance in the core courses, course work, and research papers; two comprehensive examinations covering two special fields of concentration in anthropology; a formal dissertation prospectus; and, finally, a doctoral dissertation. The dissertation should be based on original research, which ordinarily involves fieldwork or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.

For information about general requirements, see the **Graduate School** section of this catalog. More information about programs in anthropology may be obtained from the department.

Museum of Natural and Cultural History

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

Anthropology Courses (ANTH)

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

114 Anthropology of Pirates and Piracy (4) Examines the political and economic origins and legacies of piracy through 500 years of history in the Americas, Europe, and Africa.

145 Principles of Archaeology (4) Introduction to archaeology methods and interpretation.

150 World Archaeology (4) Introduction to prehistoric societies and cultural change through the examination of archaeological case studies from around the world. Taught once or more per academic year.
161 World Cultures (4) A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.

162 Introduction to Medical Anthropology (4) An introduction to medical anthropology focusing on health, illness, and healing from a cross-cultural perspective.

163 Origins of Storytelling (4) Application of evolutionary thinking to the origins and function of literature.

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

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

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

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

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

176 Introduction to Forensic Anthropology (4) Introduction to human skeletal analysis and its application in a legal context, using biological and anthropological approaches to the recovery and identification of human remains.

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

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

199 Special Studies: [Topic] (1-5R)

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

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

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

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

311 Anthropology of Globalization (4) Introduces students to a wide range of issues related to economic, cultural, and ideological aspects of globalization. Prereq: ANTH 161. Offered alternate years.

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

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

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

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

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

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

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

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

lecture. Introductory social science course recommended. Stephen.

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

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

340 Fundamentals of Archaeology (4) Methods modern archaeology uses to reconstruct the past, including background research, field methods, laboratory analyses, and interpreting data. Prereq: ANTH 150.

341 Food Origins (4) Biological, ecological, and social dimensions of plant-animal domestication and the environmental impact of agriculture in the Late Pleistocene-Holocene epochs.

342 Archaeology of Egypt and Near East (4) The archaeology of ancient Egypt and the Near East. Offered alternate years.

343 Pacific Islands Archaeology (4) Archaeology and prehistoric cultural development of Pacific island peoples from earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations. Prereq: ANTH 150. Ayres.

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

345 Archaeology of East Asia (4) Explores the evolution of diverse cultures and ethnic identities in East Asia during prehistoric and early historical times.

347 Archaeology of Ancient Cities (4) The archaeology of ancient cities from around the world. Offered alternate years.

350 Olmec, Maya, and Aztec Societies (4) Rise and fall of various ancient Mesoamerican societies such as Olmecs, Maya, Toltecs, and Aztecs, and their cultural antecedents. ANTH 150 is recommended preparation.

355 Lithic Analysis in Archaeology (4) Study of stone tools and other lithic artifacts using scientific identification and quantitative analysis of collections from a range of early human sites. Prereq: ANTH 150. Offered alternate years.

361 Human Evolution (4) Fossil evidence of human evolution; *Homo sapiens'* place among the primates; variability of populations of fossil hominids. Prereq: ANTH 170 or 270. Lukacs.

362 Human Biological Variation (4) Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prereq: ANTH 170 or 270. Snodgrass.

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

366 Human Osteology Laboratory (4) Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy. Prereq: one from ANTH 170, ANTH 270, BI 212, or HPHY 321. Frost.

368 Scientific Racism: An Anthropological History (4) Origin and evolution of the concept of race. Scientific perspectives on race from 1800 to the present from an anthropological viewpoint. Prereq: ANTH 170 and 270. Lukacs.

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

375 Primates in Ecological Communities (4) How do primates interact with other species at evolutionary and ecological scales? What factors influence differences and similarities in primate communities? Prereq: ANTH 170 or 270. White.

376 Genomics and Anthropology (4) Explores how genomic data are used to address anthropological questions concerning human and nonhuman primate biological variation, health, and evolution. Prereq: one course from ANTH 175, 270, BI 211, 282H.

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: junior standing. Scher.

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

415/515 Human Life History (4) Explores evolution of key life history traits in comparative primatological, paleo-anthropological, behavioral ecology, and evolutionary psychology perspectives. Prereq: ANTH 161.

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

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

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

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.

426/526 Anthropology of Colonialism (4) Situates the study of anthropology within the complex historical process known as colonization and decolonization. Prereq: ANTH 161 and one 200- or 300-level anthropology course. Offered alternate years.

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.

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

434/534 Native South Americans (4) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: ANTH 161. Stephen, Sugiyama.

438/538 Race and Gender in Latin America (4) Examines intersecting systems of race, gender, ethnicity, and nationalism through 600 years of Latin American history, focusing on five countries in three regions. Prereq: ANTH 161. Offered alternate years.

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

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

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

442/542 Northwest Coast Archaeology (4) Archaeological and prehistoric cultural development of peoples indigenous to the Northwest Coast of North America, from Alaska to northern California, from earliest settlement through Western contact. Prereq: ANTH 150. Moss.

443/543 North American Archaeology (4) Survey of interdisciplinary research applied to prehistoric cultures and environments in North America. Prereq: ANTH 150. Moss.

444/544 Seacoast and Prehistory (4) Global review of the significance of coastal settlement and adaptations by humans in the ancient past. Prereq: ANTH 145 or 150. Offered alternate years.

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

446/546 Practical Archaeobotany (4) Investigates interactions between human-plant populations in the past; laboratory training of analyzing plant fossils in archaeologial contexts.
448/548 Gender and Archaeology (4) Examines case studies from around the world to investigate how archaeological remains can illuminate gender in precontact societies. Moss.

449/549 Cultural Resource Management (4) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq: ANTH 150. Moss.

450 The Anthropology Museum (3) Operation of anthropology and natural history museums; organization, collection management, exhibit and public programs, funding. Prereq: ANTH 150. Krier.

451/551 Ethnoarchaeology (4) Examines relationships between archaeology and ethnography and how archaeologists study material culture in a living context. Examples are from various world areas. Prereq: ANTH 150.

453/553 African Archaeology (4) The archaeology of humans in Africa with an emphasis on the past 15,000 years.

455/555 Historical Anthropology (4) Surveys various approaches (Marxist, symbolic, practice theoretical, archaeological) and topics (colonialism, representation, subaltern studies, the invention of tradition) in historical anthropology. Junior standing required. Offered alternate years.

460/560 Nutritional Anthropology (4) Human nutrition and adaptation. Evolution of human diet; diet-related disease patterns in different populations; biological, social, economic, political, and historical factors in human nutrition. Prereq: ANTH 270. Moreno Black.

462/562 Primate Evolution (4) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations: locomotion, special senses, dentition. Prereq: ANTH 270. Frost.

463/563 Primate Behavior (4) Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of living primates; social structure and organizations. Prereq: ANTH 171 or 270. White.

465/565 Gender Issues in Nutritional Anthropology (4) Gender differences in nutritional status, dietary requirements, and diet-related diseases. Topics addressed include food, politics, economics, and policies. ANTH 365 recommended preparation.

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.

468/568 Evolutionary Theory (4) Provides a theoretical framework in evolutionary biology with which to explore human evolutionary history and aspects of modern human biology. Offered alternate years.

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.

470/570 Statistical Analysis of Biological Anthropology (4) The important methods in biometry (biological statistics) and their inherent assumptions, limitations, interpretations, and common uses (and misuses) as relevant to biological anthropology. Prereq: MATH 243 or 425 or equivalent. Offered alternate years.

471/571 Zooarchaeology (4) Analysis and interpretation of bone and shell animal remains from archaeological sites. Seminar, laboratory. Prereq: ANTH 150.

472/572 Primate Conservation Biology (4) Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural influences on primate biodiversity, distribution, and abundance. Prereq: ANTH 171 or 270. White.

474/574 Human Paleopathology (4) Methods and techniques of paleopathology, the disease process, and how hard tissues are affected by them. Pivotal anthropological issues in which paleoanthropology plays a key role. Prereq: ANTH 270. Lukacs.

481/581 Principles of Evolutionary Psychology (4) Investigates how understanding of our evolutionary history is used to further understanding of the human mind. Prereq: ANTH 170 or 270. Sugiyama.

487/587 Bioanthropology Methods (4) Laboratory-based introduction to research methods in biological anthropology, with an emphasis on research among living human populations. Prereq: ANTH 270. Offered alternate years.

488/588 Foundations of Social Theory (4) Important early social theorists (Marx, Engels, Freud, Durkheim, Weber) and the historical conditions in which the study of society emerged in Western thought. O'Nell.

493/593 Anthropology and Popular Culture (4) Offers insights into the conditions of the reproduction of social relations through the analysis of film, sport, television, advertising, folklore, fashion, and festivals. Junior standing required. Scher.

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

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

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

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

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

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

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

681 Archaeology and Anthropology (5) Use by archaeologists of concepts drawn from anthropology; modifications and additions made necessary by the nature of archaeological data.

683 Anthropological Linguistics (5) Topics include linguistic relativity; language, cognition, and social practice; distinctiveness of human language; role of reference in linguistic structures; creation of social and cultural forms.

685 Professional Writing (2-4) Basics of professional writing for grant proposals, journal articles, and papers presented at professional meetings. Requires short proposal, longer proposal or article, and workshop participation. Biersack.

688, 689 Social Theory I,II (5,5) Survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.

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Asian Studies

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Aletta Biersack, anthropology (Southeast Asia and Pacific islands)

Lucien Brown, East Asian languages and literatures (Korea)

Steven T. Brown, East Asian languages and literatures (Japan)

Daniel P. Buck, geography (China)

Kathie Carpenter, international studies (Southeast Asia)

Scott DeLancey, linguistics (Southeast Asia)

Stephen W. Durrant, East Asian languages and literatures (China)

Maram Epstein, East Asian languages and literatures (China)

Alisa D. Freedman, East Asian languages and literatures

Andrew E. Goble, history (Japan)

Bryna Goodman, history (China)

Sangita Gopal, English (South Asia)

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Jeffrey E. Hanes, history (Japan)

Kaori Idemaru, East Asian languages and literatures (Japan)

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Charles H. Lachman, history of art and architecture (China)

Wendy Larson, East Asian languages and literatures (China)

Gyoung-Ah Lee, anthropology (China)

David Leiwei Li, English (Chinese film)

John R. Lukacs, anthropology (South Asia)

Daisuke Miyao, East Asian languages and literatures

Geraldine Moreno Black, anthropology (Southeast Asia)

Eileen M. Otis, sociology (China)

Roxann Prazniak, honors college (China)

Eric Priest, law (China)

Tze-Lan Sang, East Asian languages and literatures (China)

Xiaobo Su, geography (China)

Ying Tan, art (China)
Mark T. Unno, religious studies (East Asian religions)

Tuong Vu, political science (Southeast Asia)

Yugen Wang, East Asian languages and literatures (China)

Jason Webb, East Asian languages and literatures (Japan)

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 (BA) degree in Asian studies. 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 advisor, construct a major emphasis in Southeast Asian studies.

Students may enhance majors in other departments with a minor in East Asian studies, South Asian studies, or Southeast Asian studies.

Students who major in Asian studies often complement their course work with a year or more of residence in Asia or a double major to combine a profession with their area of expertise. Job possibilities are increasing in such fields as business, journalism, government, and education. Many students go on to graduate studies.

The curriculum includes courses in anthropology, art history, Chinese language and literature, dance, ethnic studies, film, geography, history, international studies, Japanese language and literature, linguistics, political science, and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations.

Declaring a Major

To be accepted into the Asian studies major, a student must request acceptance as a major in the Asian studies office before attaining senior status. Depending on interests and career objectives, students are encouraged to discuss with their advisors 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 transnational Asia beyond the primary language and civilization focus listed in (1) and (2) above. The requirements for the major are derived from these objectives.

Students must complete 48 credits, 40 of which must be graded in courses at the 300 level and above. As many as 8 of these credits may be taken pass/no pass. All other courses used to satisfy major requirements must be taken for letter grades and passed with grades of C- or better. Students should consult their advisors in planning programs of study.

Distribution of Credits

1. **Seminar (4 credits).** What Is Asia: Theoretical Debates (ASIA 350)
2. **History (4 credits).** Upper-division history (HIST) courses in the chosen subregion (China, Japan, Korea, Southeast Asia, South Asia), if available
3. **Regional Focus (24 credits).** Six courses in the chosen subregion, if available; may include as much as 15 credits of upper-division Asian language courses related to the chosen subregion
4. **Discipline or Thematic Focus (12 credits).** Three courses in one discipline or theme (e.g., film, food, literature, political science)
5. **Regional Breadth (4 credits).** One course in Asian studies outside the chosen subregion; may include lower-division language courses of a second Asian language

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

language courses.

Minor Requirements

Students should consult with the program director to determine whether a course has a full or partial focus on East Asia, South 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, South Asian, or Southeast Asian specialists. First- and second-year language courses cannot be used to satisfy requirements for the minor.

East Asian Studies

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

1. 20 credits in courses that focus entirely on East Asia, drawn from at least two departments
2. 4 credits of What Is Asia: Theoretical Debates (ASIA 350)
3. Two years of study in a relevent Asian language or its equivalent level of proficiency

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

South Asian Studies

Students who want a minor in South Asian studies must complete 24 credits in consultation with one of the South Asia faculty members, distributed as follows:

1. 4 credits in courses on the history of South Asia
2. 4 additional credits of South Asian history, religion, or philosophy
3. 4 credits in courses on contemporary South Asian issues
4. 4 credits in courses on South Asian media or culture
5. 8 additional credits (full or partial South Asia focus)

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

In addition, students must either demonstrate first-year proficiency in any South Asian vernacular language or complete a ten-week term of study or internship in South Asia, under the supervision of a member of the UO South Asia faculty.

Southeast Asian Studies

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

1. 20 credits in courses that focus entirely on Southeast Asia. At least 12 credits must be upper division
2. 4 credits in courses that have a partial focus on Southeast Asia

Graduate Studies

The university offers an interdisciplinary program in Asian studies with an emphasis on East Asia leading to the master of arts (MA) 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 advisor, construct an emphasis in Southeast Asian and/or South Asian studies. The MS 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 advisor, 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 advisors at least once a term.

Application for Admission

An applicant for admission to the master's program must hold a bachelor's degree from an accredited four-year university. It is expected that applicants have a minimum of three years of language study and some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses, for which no graduate credit is earned.
Required materials for admission and financial aid are as follows:

1. University of Oregon application form and application fee
2. Transcripts of all college or university course work, including the final transcripts for any degree received
3. Three letters of recommendation
4. Statement of objectives
5. Writing sample
6. Test score for Graduate Record Examinations (GRE) or Test of English as a Foreign Language. International applicants must submit a score of at least 575 (paper-based test) or 233 (computer-based test) from the TOEFL if they have not received a bachelor's degree from a college or university in an English-speaking country
7. Supplementary Application and Financial Statement for International Students must be submitted by international students
8. Application for Graduate Award, if applying for a graduate teaching fellowship (GTF)

The application deadline is December 15 for admission the following fall term. Application information and materials are available online and from the Asian studies office.

Second Master's Degree

Students enrolled in graduate programs offered by other departments may earn a second master's degree in Asian studies.

Besides satisfying the degree requirements set by their departments, such students must (1) complete 32 graduate credits in approved Asia-related courses, (2) take Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612), and (3) demonstrate the language competence required for the MA 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 MA in Asian studies must complete 48 credits of graduate study, including at least 44 in Asia-related courses. Graduate credit for language study may only be earned for work beyond the third-year level.

Area Studies Track

1. Of the 44 credits, at least 12 must be earned in seminars or colloquia, including Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612), which should be taken during the first year of study

2. To ensure interdisciplinary breadth, students must complete at least two courses in each of the following areas:

a. Humanities-courses in architecture, art history, literature, music, religious studies

b. Social science-courses in anthropology, economics, geography, international studies, political science

c. History

3. To ensure a cross-regional awareness, at least 8 credits of the 44 must be in courses about a culture or civilization other than the student's primary language and civilization focus

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

Disciplinary Track

1. Of the 44 credits, at least 16 must be earned within the primary region of focus, drawn from two or more departments
2. A minimum of 12 credits must be earned within the primary discipline. At least one of the courses must be a theory or methods course chosen in consultation with an advisor or the program director
3. 8 credits in a region other than the primary focus. Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612) may be counted toward this cross-regional focus
4. At least 9 of the 44 credits are earned in Thesis (ASIA 503)

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

Students should also review the Graduate School's regulations for information on the university's general master of arts degree requirements.

Asian Studies Courses (ASIA)

199 Special Studies: [Topic] (1-5R) Prereq: freshman or new student. R when topic changes.
350 What Is Asia: Theoretical Debates (4) Introduction to current theoretical debates about Asia, modernization, and area studies. Buck.

399 Special Studies: [Topic] (1-5R)

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

403 Thesis (1-12R) Prereq: program honor's student, instructor consent. Majors only.

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

407/507 Seminar: [Topic] (1-5R)

409 Practicum: [Topic] (1-16R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

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

503 Thesis (1-9R)

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

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

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

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

611 Perspectives on Asian Studies: [Topic] (1) Explores the diverse perspectives that define Asian studies. Samples conflicts, controversies, and areas of consensus that characterize the field.

612 Issues in Asian Studies: [Topic] (3R) Selected Asian studies issues. **R** once when topic changes for maximum of 6 credits.

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Biology

Bruce A. Bowerman, Department Head
541-346-4502

77 Klamath Hall
1210 University of Oregon
Eugene OR 97403-1210

http://biology.uoregon.edu

Faculty

Alice Barkan, professor (molecular genetics). BS, 1978, Massachusetts Institute of Technology; PhD, 1983, Wisconsin, Madison. (1991)

Brendan J. M. Bohannan, professor (microbial ecology and evolution). BS, 1991, Humboldt State; PhD, 1997, Michigan State. (2006)

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

William E. Bradshaw, professor (evolutionary genetics, population biology, evolutionary physiology). BA, 1964, Princeton; MS, 1965, PhD, 1969, Michigan. (1971)

Scott D. Bridgham, professor (ecosystem ecology, plant community dynamics). BA, 1980, BA, 1982, Maine; MS, 1986, Minnesota; PhD, 1991, Duke. (2002)

Mark C. Carrier, senior instructor (developmental biology and physiology). BS, BA, 1987, Massachusetts; MS, 1998, California, Berkeley. (2000)

William A. Cresko, associate professor (evolutionary developmental genetics). BA, 1992, Pennsylvania; PhD, 2000, Clark. (2005)

Alan Dickman, senior instructor with title of research associate professor (forest ecology, science education). BA, 1976, California, Santa Cruz; PhD, 1984, Oregon. (1986)

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

Judith S. Eisen, professor (development and function of the nervous system). BS, 1973, MS, 1977, Utah State; PhD, 1982, Brandeis. (1985)

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

Jessica L. Green, associate professor (applied theoretical ecology). BS, 1992, University of California, Los Angeles; MS, 1994, PhD, 2001, University of California, Berkeley. (2007)

Karen J. Guillemin, professor (bacterial pathogenesis, bacterial-host interactions in development). BA, 1991, Harvard-Radcliffe; PhD, 1998, Stanford. (2001)

Victoria Herman, associate professor (development and function of nervous system in Drosophila). BA, 1989, Harvard-Radcliffe; PhD, 1998, Massachusetts Institute of Technology. (2003)

Janet Hodder, senior lecturer (ecology of marine birds and mammals, science education). BS, 1977, Liverpool; PhD, 1986, Oregon. (1986)

Cristin L. Hulslander, senior instructor (behavioral ecology). BA, 1992, Bryn Mawr; PhD, 2003, Clark. (2003)

Eric A. Johnson, associate professor (Drosophila genetics, genomics and cellular physiology). BA, 1990, Grinnell; PhD, 1996, Iowa. (2001)

Alan J. Kelly, senior instructor (molecular and transmission genetics, microbiology). BS, 1981, California, Irvine; PhD, 1994, Oregon. (1994)

Shawn R. Lockery, professor (invertebrate neurobiology and neural networks). BA, 1981, Yale; PhD, 1989, California, San Diego. (1993)

V. Patteson Lombardi, senior instructor with title of research assistant professor (human biology, medical physiology); director, undergraduate advising. BA, 1977, MAT, 1979, North Carolina, Chapel Hill; PhD, 1984, Oregon. (1984)

Svetlana Maslakova, assistant professor (evolution, development and systematics of marine invertabrates). BA,

1998, MS, 1999, Moscow State; PhD, 2005, George Washington. (2008)
Cristopher M. Neill, assistant professor (development and function of neural circuits for visual processing). BS, 1995, PhD, 2004, Stanford. (2011)

Peter M. O'Day, senior research associate with title of associate professor (cellular signaling). BA, 1970, Canisius; MS, 1972, Maine, Orono; PhD, 1977, State University of New York, Albany. (1985)

Patrick C. Phillips, professor (evolution, genetics, complex traits). BA, 1986, Reed; PhD, 1991, Chicago. (2000)

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

William Roberts, professor (calcium signaling). BA, 1970, Harvard; PhD, 1979, California, San Diego. (1989)

Bitty A. Roy, professor (evolution, pathogen-host interactions, plant population ecology). BS, 1982, Evergreen State; MS, 1985, Southern Illinois; PhD 1992, Claremont Graduate School. (2001)

Debbie Schlenoff, senior instructor (animal behavior and evolution, conservation biology). BS, 1979, State University of New York, Binghampton; PhD, 1983, Massachusetts, Amherst. (2001)

Eric Selker, professor (epigenetic mechanisms). BA, 1975, Reed; PhD, 1980, Stanford. (1985)

Jeanne M. Selker, research associate (mitochondrial ultrastructure). BA, 1974, Middlebury; MA, 1976, Montana; PhD, 1981, Stanford. (1985)

Alan Shanks, professor (marine and intertidal ecology, larval biology, zooplankton). BA, 1977, California, Santa Cruz; PhD, 1985, California, San Diego. (1993)

George F. Sprague Jr., professor (genetic regulatory mechanisms in yeast). BS, 1969, North Carolina State; PhD, 1977, Yale. (1981)

Karen U. Sprague, professor (control of gene expression in eukaryotes). BA, 1964, Bryn Mawr; PhD, 1970, Yale. (1977)

Kryn Stankunas, assistant professor (chromatin and regulators as dynamic sources of epigenetic information during heart development). BS, 1997, British Columbia; PhD, 2003, Stanford. (2009)

Carl A. Stiefbold, senior instructor (science laboratory education). BS, 1971, Portland State. (1987)

Matthew A. Streisfeld, assistant professor (adaptation in natural plant populations) BS, 1998, Emory; PhD, 2005, California, San Diego. (2009).

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

Joseph W. Thornton, professor (evolutionary genomics). BA, 1987, Yale; MA, 1997, MPhil, 1998, PhD, 2000, Columbia. (2002)

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

Philip E. Washbourne, associate professor (molecular neurobiology, synapse formation). BSc, 1995, Imperial College; PhD, 2000, Padua. (2004)

Janis C. Weeks, professor (neurophysiology, endocrinology, and development). BS, 1975, Massachusetts Institute of Technology; PhD, 1980, California, San Diego. (1989)

Monte Westerfield, professor (molecular genetics of nervous system development). AB, 1973, Princeton; PhD, 1977, Duke. (1981)

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

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

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

Hui Zong, assistant professor (mouse molecular and cellular genetics). BS, 1993, MS, 1996, Fudan; PhD, 2001, Indiana-Purdue (Indianapolis). (2006)

Courtesy

Steven S. Rumrill, courtesy research associate (estuarine ecology and management, larval biology of marine invertebrates). BA, 1981, MS, 1983, California, Santa Cruz; PhD, 1987, Alberta. (1991)

David H. Wagner, courtesy associate professor (plant taxonomy, ecology, evolution of bryophytes and pteridophytes). BA, 1968, Puget Sound; MS, 1974, PhD, 1976, Washington State. (1976)

Emeriti

Andrew S. Bajer, professor emeritus. PhD, 1950, DSc, 1956, Cracow. (1964)

Howard T. Bonnett Jr., professor emeritus. BA, 1958, Amherst; PhD, 1964, Harvard. (1965)

Roderick A. Capaldi, professor emeritus. BS, 1967, London; PhD, 1970, York. (1973)

George C. Carroll, professor emeritus. BA, 1962, Swarthmore; PhD, 1966, Texas. (1967)

Richard W. Castenholz, professor emeritus. BS, 1952, Michigan; PhD, 1957, Washington State. (1957)

Charles B. Kimmel, professor emeritus. BA, 1962, Swarthmore; PhD, 1966, Johns Hopkins. (1969)

Frederick W. Munz, professor emeritus. BA, 1950, Pomona; MA, 1952, PhD, 1958, California, Los Angeles. (1959)

Paul P. Rudy, professor emeritus. BA, 1955, MA, 1959, PhD, 1966, California, Davis. (1968)

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

Lynda P. Shapiro, professor emerita. BA, 1960, MS, 1963, Arkansas; PhD, 1974, Duke. (1990)

Franklin W. Stahl, professor emeritus. AB, 1951, Harvard; PhD, 1956, Rochester. (1959)

Nora B. Terwilliger, professor emerita. BS, 1963, Vermont; MS, 1965, Wisconsin, Madison; PhD, 1981, Oregon. (1972)

Daniel Udovic, professor emeritus. BA, 1970, Texas; PhD, 1973, Cornell. (1973)

Norman K. Wessells, professor emeritus; provost emeritus, academic affairs. BS, 1954, PhD, 1960, Yale. (1988)

James A. Weston, professor emeritus. BA, 1958, Cornell; PhD, 1963, Yale. (1970)

Herbert P. Wisner, senior instructor emeritus. BA, 1949, MA, 1950, Syracuse. (1966)

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

Undergraduate Studies

Biologists investigate a broad spectrum of questions about living organisms and life processes-the physical and chemical bases of life, how organisms and their component parts are structured, how they function, how they interact with their environment, and how they have evolved.
Departmental teaching and research emphases in cellular and molecular biology, developmental biology, ecology and evolution, human biology, marine biology, and neuroscience and behavior offer students opportunities to learn and work with scientists who are making important contributions to knowledge in these areas.

Students may enter the program with a high school education or transfer from a community college or university. The curriculum includes courses for majors in biology, marine biology, and related disciplines; preprofessional courses; and courses that serve as important elements in a liberal education for students in other majors. Course work for the biology major provides an exceptional foundation for students who plan to pursue graduate programs in biomedicine and research, and jobs in health services, private industry, and education.

Biology Advising Center for Undergraduates

541-346-4525

73 Klamath Hall

bioadvis@uoregon.edu

biology.uoregon.edu/advising

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

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

Nonmajors

Courses for nonmajors, offered at the 100 level, are intended for students with little or no college background in biology, chemistry, or mathematics. 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, both of which have chemistry and mathematics prerequisites.

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 yearlong 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: Mechanisms (BI 214). In addition to these biology courses, transfer students can complete major requirements by taking a year of general chemistry with laboratories, two terms of organic chemistry, mathematics through two terms of calculus, and a year of general physics for science majors. Students who plan on applying to graduate programs in medicine or allied health are encouraged to take a full year of organic chemistry with laboratories and a full year of physics with laboratories to satisfy graduate program admissions requirements. Organic chemistry course work completed at a community or junior college may not be used to satisfy upper-division credit requirements at the University of Oregon unless an American Chemical Society exam is passed.

Lower-Division Biology Sequences. The biology department offers two introductory course sequences with associated laboratories. Both provide a strong foundation in molecular, cellular, organismal, evolutionary, and ecological biology. Either sequence is appropriate for students with interests in any area of biology. General Biology (BI 211-214) is the department's standard four-course sequence. Honors Biology (BI 281H-283H) is a three-course sequence for students with strong preparation in chemistry and mathematics.

Students planning to major in biology or a related discipline may take either of the 200-level biology sequences. 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.

Careers. The biology major prepares students for many outstanding fields. Biology professions have been ranked among the top ten jobs in the United States for more than fifteen years. A *U.S. News and World Report* article on best careers reported that studying biology is the gateway to at least ten of the top thirty professions, and that being a biologist is the number-one ranked and most satisfying profession out of the top 100 in the United States.

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 MS and PhD degrees in molecular biology, neuroscience, ecology and evolution, and marine biology. Former UO biology majors now work in health services, private industry, government agencies, education, and nonprofit organizations. Specific examples include working for the Peace Corps, Teach for America, university research centers, pathology and crime laboratories, food processing companies, nature centers, forestry departments, fish and wildlife organizations, computer software companies, museums, botanical gardens, zoos, conservation organizations, science and technology research centers, community colleges, high school science departments, health departments, and hospitals. More details about career opportunities and recent outstanding graduates are available from the Biology Advising Center.

Biology majors are encouraged to become involved in a variety of learning experiences in addition to their college courses. Research, internships, community service, or similar experiences are increasingly important in securing jobs or positions in professional programs. Career-related information is available online at uocareer.uoregon.edu and in the Career Center, 244 Hendricks Hall. Selected job listings are available in the Biology Advising Center and from its website.

Major Requirements

A major in biology or marine biology leads to a bachelor of science (BS) or to a bachelor of arts (BA) degree. The BA requires completion of the foreign-language requirement. Twenty-four credits of biology that are applied to the major must be taken at the University of Oregon (which includes the main campus, the Oregon Institute of Marine Biology in Charleston, the central Oregon campus in Bend, and university-approved overseas and exchange programs). Majors must either meet the major requirements in effect at the time they are accepted as majors or complete subsequent major requirements. Specific courses follow.

1. General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)
2. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239)
3. Mathematics, to include Calculus for the Biological Sciences I,II (MATH 246, 247) or Calculus I,II (MATH 251, 252) or equivalent; a course in statistics is recommended based on selected emphasis area
4. General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)
5. The four-term general biology sequence (BI 211-214) or the three-term honors biology sequence (BI 281H-283H)
6. Organic chemistry sequence

a. For the biology major, a minimum of two organic chemistry courses are required: Organic Chemistry I (CH 331) and either Organic Chemistry II (CH 335) or Organic Chemistry III (CH 336)

b. For students interested in graduate programs in medicine, dentistry, biomedicine, or allied health, three organic chemistry courses and two laboratories are required (CH 331, 335, 336, 337, 338). Also, a general physics sequence with laboratories is usually required for medicine; the recommended courses are PHYS 201, 202, 203 with PHYS 204, 205, 206. Since many medical schools require upper-division genetics and/or biochemistry, Molecular Genetics (BI 320), Physiological Biochemistry (CH 360), or both are suggested. Students are urged to contact specific institutions to confirm admission requirements

Major in Biology

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

1. At least one 300-level course in each of the three areas-cellular-molecular, systems-organisms, and ecology-evolution
2. At least two courses at the 300 or 400 level with significant laboratory or fieldwork
3. At least 12 credits in courses with a BI subject code, numbered 420 to 499

Please contact the Biology Advising Center at biology.uoregon.edu/advising or 541-346-4525 for additional limitations and allowances.

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.

Visit http://biology.uoregon.edu/advising/requirements.php for the current requirements for each emphasis area, or contact the Biology Advising Center at 541-346-4525 for more information.

Major in Marine Biology

The major in marine biology has similar requirements to the biology major but requires students to spend three terms completing upper-division course work (taking at least 12 credits per term) at the Oregon Institute of Marine Biology. A program plan for the marine biology major is available in the Biology Advising Center or on the OIMB website.

Animal Use in Teaching Laboratories

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

Prospective majors who are concerned about this should discuss it with their advisors before beginning either

program. Students are encouraged to review the syllabuses for laboratory courses before enrolling. Syllabuses are available on the department's website and in the Biology Advising Center.
Department and university policies require that the use of live vertebrate animals be minimized in teaching laboratories and be approved by the curriculum committee of the Department of Biology and by the Institutional Animal Care and Use Committee of the University of Oregon. Students who have ethical objections to animal use in a course that requires it should consult the director of undergraduate advising before enrolling.

Recommended Program

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

Each student should consult an advisor 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 advisor to develop a program that satisfies both the interests of the student and the major requirements.

Courses with the BI subject code that are taken to meet major requirements must be passed with grades of C-, P, or better. Students should choose the pass/no pass (P/N) option sparingly or not at all. Some biomedical graduate programs do not allow transfer credit from courses taken pass/no pass.

Students meet the general-education group requirement in science by fulfilling the requirements for a major in biology. Transfer students should consult their advisors when selecting courses to meet the group requirements in arts and letters and in social science. For more information, see Group Requirements in the **Registration and Academic Policies** section of this catalog; also, see the current course list on the registrar's website, registrar.uoregon.edu/common/group_courses.php.

Oregon Institute of Marine Biology

Located in Charleston on Coos Bay, the Oregon Institute of Marine Biology (OIMB), in conjunction with the biology department, offers an undergraduate marine biology major and a coordinated program of study for undergraduates in biology, general science, and environmental science or environmental studies. During fall and spring terms, 300- and 400-level courses take advantage of the institute's unique coastal setting. Typical offerings include Animal Behavior (BI 390); Invertebrate Zoology (BI 451); Estuarine Biology (BI 454); Marine Biology: Comparative Embryology and Larval Biology, Environmental Issues, Molecular Biology for Marine Sciences (BI 457); Biological Oceanography (BI 458); and Marine Ecology (BI 474). A seminar series (BI 407) features weekly invited speakers who are active researchers in the marine sciences. Undergraduate research is encouraged.

The summer program offers additional 400-level courses emphasizing field studies and includes a variety of eight- and two-week courses as well as weekend workshops. Information and applications are available from the Biology Advising Center, from the director of the institute, or from the OIMB website. See also the **Research Institutes and Centers** section of this catalog.

Malheur Field Station

The University of Oregon is a member of the Malheur Field Station consortium. Located in southeastern Oregon in the heart of the Great Basin desert, the field station provides an excellent opportunity for students to study terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the university and are included in the total credits required for a University of Oregon degree. Courses that have been preapproved by the department may be counted for the biology major. Detailed course information and applications may be obtained from the field station website or the Biology Advising Center.

Second Bachelor's Degree

Students may obtain a second bachelor's degree in biology after earning a bachelor's degree in another field. These students are admitted as postbaccalaureate nongraduates. For the second degree, all departmental and university requirements must be met. For more information, see Second Bachelor's Degree in the **Registration and Academic Policies** section of this catalog.

Preprofessional Students

Preprofessional health science students who want to major in biology need to plan carefully to complete major requirements and meet entrance requirements of professional schools. These students should consult a biology advisor as well as the advisor 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 biomedicine at Oregon Health and Science University in Portland.

Honors Program in Biology

Biology majors who satisfy the following requirements are eligible to graduate with honors.

1. Complete all of the requirements for the major
2. Earn a minimum cumulative GPA of 3.30 in courses with the BI subject code that are applied to the major
3. Take biology courses used to satisfy major requirements for letter grades
4. Register for the honors program through the Biology Advising Center, which includes obtaining an acceptance signature from the faculty research advisor and an honors committee member, before beginning research
5. Complete a minimum of 6 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 advisor
7. Defend the thesis in a public forum

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

Special Opportunities for Biology Undergraduates

Majors may participate in research; attend department research seminars; work as a computer laboratory assistant, biology undergraduate laboratory assistant, or peer advisor; spend a term at OIMB; or participate in related activities.

The Biology Undergraduate Lab Assistant program provides students with opportunities to gain teaching experience while deepening their knowledge of a particular field. Participants enroll in and receive credit for Supervised College Teaching (BI 402), which may be applied to the biology major upper-division credit requirements. Students who are considering a career in education are especially encouraged to consider this option.

Credit may be earned for conducting research under the supervision of a faculty member by enrolling in BI 401. For more information, consult individual faculty members in the department or visit the Biology Advising Center.

Students are invited to attend seminars that feature visiting and local scientists.

Students may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for the limited number of assistantships available.

Peer advising is another way for students to become involved in the department. Interested students are trained during the spring term before the year they plan to work in the advising center.

Although all biology majors have the opportunity to attend OIMB, the university's marine biology laboratory, students who major in marine biology spend three terms at the institute. 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 advisor in the Biology Advising Center. Students completing the minor in biology must provide the biology advisor 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 BI 211 and two of the following courses: BI 212, 213, 214, 281H, 282H, or 283H
2. At least 16 credits of upper-division biology course work, but no more than 4 credits from BI 401-409
3. At least 16 credits of biology applied to the minor must be taken at the University of Oregon
4. Course work must be completed with grades of P or C- or better

Kindergarten through Secondary Teaching Careers

Students who complete the bachelor's degree with a biology major are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department's K-12 education advisor, 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 (MA), master of science (MS), and doctor of philosophy (PhD). The department's primary emphasis for graduate study is the PhD 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, computer science, human physiology, physics, and psychology.

Financial support for graduate students is available through training grants, research grants, and teaching assistantships.

Detailed information about the graduate program, faculty research interests, and 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:

- 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 program coordinator.

A two-year master's degree with a specialty in marine biology is offered at the Oregon Institute of Marine Biology. Master's degree students enrolled in the program at the institute must be admitted to the thesis master's option. This program provides training for a variety of careers in aquatic or marine biology and cab serve as preparation for advancement to a PhD 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.

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

Admission

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

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

Applications and support materials are submitted electronically.

Application Deadline. Applications must be received by the department by December 15, when the graduate admissions committee begins reviewing applications.

Institute of Ecology and Evolution

The institute 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, host-microbe interaction, global change, biological oceanography, biogeochemistry, and community and ecosystem dynamics. Researchers use a variety of methods, organisms, and habitats to address critical questions in their disciplines. For more information, see the **Research Institutes and Centers** section of this catalog.

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 state-of-the-art, shared facility. Research is directed toward investigating biological questions at the molecular level. The faculty members of the institute hold appointments in the biology, chemistry, or physics departments. Graduate students are admitted into academic departments and subsequently receive their degrees through those departments. They may, however, choose any faculty member as a dissertation advisor. For more information, see the **Research Institutes and Centers** section of this catalog or visit www.molbio.uoregon.edu/grad.html.

Institute of Neuroscience

Neuroscientists in the biology, human physiology, and psychology departments have formed an interdisciplinary institute in the neurosciences. Faculty members are engaged in research in cellular neuroscience, developmental biology, systems neuroscience, neural plasticity, and cognitive neuroscience. A coordinated graduate-degree program of instruction and research is available to students through any of the participating departments. For more information see the **Research Institutes and Centers** section of this catalog.

Developmental Biology Program

A rigorous graduate training program investigates the mechanisms that lead from a fertilized egg to an adult organism. Various laboratories in the Institutes of Neuroscience and of Molecular Biology are investigating how cell polarity is established in budding yeast (Saccharomyces cerevisiae), in embryos of the nematode (*Caenorhabditis elegans*), and in stem cells of the fruit fly (*Drosophila melanogaster*); how asymmetric cell division is regulated in *C. elegans* and *D. melanogaster*; how cell signals program cell-fate choice during plant and animal development; how *C. elegans* embryos establish major body axes; how neuronal diversity is generated in the zebra fish (*Danio rerio*) and in *D. melanogaster*; how hypoxia influences development in *D. melanogaster*; how resident bacteria influence intestinal development in *D. rerio*; and, in general, how genes are regulated during development. For more information see the **Research Institutes and Centers** section of this catalog.

Oregon Institute of Marine Biology

The Oregon Institute of Marine Biology offers a full program of study and research for graduate students. Graduate courses are offered mainly during summer session and fall and spring terms, and research is conducted year round. The marine biology graduate program focuses on research in biological oceanography, phytoplankton and microbial food webs, invertebrate physiology, larval ecology and evolution, the biology of intertidal organisms, deep-sea biology, and marine ecology. Direct inquiries to the biology department's graduate program 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 (MA) or master of science (MS) in environmental studies and an interdisciplinary doctor of philosophy (PhD) degree in environmental sciences, studies, and policy. Students choose courses offered in appropriate disciplines to design a program that meets individual goals. More information is available in the **Environmental Studies** section of this catalog.

Biology Courses (BI)

Course syllabuses, detailed course descriptions, and a tentative schedule of the year's course offerings can be found on the department's website and in the undergraduate advising center. An extra fee may be charged for courses that have laboratories or field trips.

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

122 Introduction to Human Genetics (4) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. Lectures, discussions.

123 Biology of Cancer (4) Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and the biological basis of therapy. Lectures, laboratories.

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

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

132 Introduction to Animal Behavior (4) Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. Lectures, discussions.

140 (M) Science, Policy, and Biology (4) Explores the biology behind important topical issues such as stem cells, cloning, and genetically modified organisms. How policy decisions affect research in these areas. Lecture, discussion. Multilisted with CH 140M.

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

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

199 Special Studies: [Topic] (1-5R)

211 General Biology I: Cells (4) How cells carry out functions of living organisms; genetic basis of inheritance; how genes and proteins work. Lectures, laboratories-discussions. Prereq: C- or better or P in CH 111 or 113 or 114 or 221 or 224H.

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

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

214 General Biology IV: Mechanisms (4) Protein structure and function; metabolism; DNA structure, replication, mutation, and repair; gene mapping and complementation; and gene regulation. Lectures, laboratories. Prereq: C- or better or P in BI 212 and CH 223 or 226H.

281 (H) Honors Biology I: Cells, Biochemistry, and Physiology (5) Focuses on the cellular structures and chemical reactions that allow cells to grow, to transform energy, and to communicate. Sequence with BI 282H,

283H. Prereq: MATH 111 with grade of B- or better ***or*** minimum AP/IB mathematics score of 4 or 5 and CH 223 or CH 226H with grade of B- or better.

282 (H) Honors Biology 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. Sequence with BI 281H, 283H. Prereq: BI 281H with grade of C- or better or P.

283 (H) Honors Biology III: Evolution, Diversity, and Ecology (5) The genetic basis and ecological context of evolutionary change leading to an examination of the generation and major patterns of biodiversity. Sequence with BI 281H, 282H. Prereq: BI 282H with grade of C- or better or P.

306 Pollination Biology (4) Ecology and evolution of pollination biology: coevolution, mutualism, animal foraging behavior, plant breeding systems, biodiversity, and conservation issues associated with endangered species and introduced species. Lectures, laboratories. Prereq: BI 213 or 283H.

307 Forest Biology (4) Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratories, field trips. Prereq: BI 213 or 283H.

309 Tropical Diseases in Africa (4) Biological and medical aspects of major infectious and parasitic diseases in Africa, including HIV/AIDS and malaria; socioeconomic issues in public health; case studies. Lectures, discussions. Prereq: BI 212 or 282H.

320 Molecular Genetics (4) Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translational control, and genetic rearrangement. Prereq: BI 214 or 282H.

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

322 Cell Biology (4) Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, chaperones, cytoskeletal functions, intercellular junctions, extracellular materials, signaling, cell division mechanics and controls, aging and death. Lectures, laboratories-discussions. Prereq: BI 214 and CH 331 or BI 282H.

328 Developmental Biology (4) Topics include genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Lectures, laboratories. Prereq: BI 214 and CH 331 or BI 282H.

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 282H.

331 Microbiology Laboratory (3R) Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. Two scheduled laboratories and one scheduled lecture per week; additional unscheduled time required. Prereq: BI 214 or 282H; pre- or coreq: BI 330.

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 282H.

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 283H.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Lectures, laboratories. Prereq: BI 214 or 281H.

357 Marine Biology (4) Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Lectures, discussions, field trips. Prereq: BI 213 or 283H. 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: one from BI 214, 283H, HPHY 324.

359 Plant Biology (4) A detailed introduction of the unique features of the biology of land plants, including ecology, physiology, developmental genetics, and evolutionary biology. Prereq: BI 211; 212; 213 or 281H; 282H; 283H.

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 or 282H.

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 283H. Calculus or statistics recommended.

372 Field Biology (4) Students learn to identify the plants and animals of Oregon, their adaptations and ecology. Prereq: junior or senior standing. Offered alternate years.

374 Conservation Biology (4) Global patterns of biological diversity; major threats to biodiversity; application of ecology, evolution, genetics, and other areas to protect and maintain biodiversity. Prereq: BI 213 or 283H.

375 Biological Diversity (4) Patterns of global diversity in space and time; major systematic groups of organisms and their ecological roles; historical and human effects on biological diversity. Prereq: BI 213 or 283H.

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 283H.

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 283H.

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

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

402 Supervised College Teaching (1-6R) R for maximum of 9 credits.

403 Thesis (1-12R)

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

406 Field Studies: [Topic] (1-16R)

407/507 Seminar: [Topic] (1-2R)

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

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-16R) Prereq: BI 212 and 213 and 214 or BI 283H.

412/512 Marine Field Studies: [Topic] (4-8R) Topics include field studies of marine organisms, marine biology, wetlands biology, and coastal ecosystems. Prereq: BI 211 or 281H. **R** when topic changes. Offered at Oregon Institute of Marine Biology.

420/520 Cellular Basis of Learning and Memory (4) The history and current state of knowledge about the cellular and molecular mechanisms of learning and memory common to simple and complex animals. Lectures, discussions. Prereq: BI 212 or 282H.

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

423/523 Human Molecular Genetics (4) Advanced topics in genetics that relate to human development and disease. The human genome, sex determination, X chromosome inactivation, chromosomal abnormalities, trinucleotide repeat expansions, cancer. Prereq: BI 320.

424/524 Advanced Molecular Genetics (4) Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Prereq: BI 320.

426/526 Developmental Genetics of Cancer (4) Genetic regulation of cancer. Topics include oncongenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Prereq: two from BI 320, 322, 328.

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, 328.

432/532 Mycology (5) Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Lectures, laboratories. Prereq: BI 214 or 283H.

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

442/542 Systematic Botany (5) Principles of plant classification with emphasis on flowering plants,

introduction to taxonomic theory and methods of biosystematics, collection and identification procedures, recognition of common families in native flora. Lectures, laboratories, field trips. Prereq: BI 213 or 283H.

448/548 Field Botany (4) Intensive study of the regional flora; ecology and native uses; sight recognition of prominent species; field characteristics of principal plant families; identification using dichotomous keys. Lectures, field trips. Prereq: BI 213 or 283H. Offered summer session only.

451/551 Invertebrate Zoology (5-8) Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratory, field trips. Prereq: BI 213 or 283H. Offered at Oregon Institute of Marine Biology.

452/552 Insect Biology (4) Anatomy, physiology, systematics, and behavior of insects. Insect societies. Lectures, laboratories. Prereq: BI 213 or 283H.

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 283H.

455/555 Marine Birds and Mammals (4-6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Lectures, laboratory, field trips. Prereq: BI 213 or 283H. Offered at Oregon Institute of Marine Biology.

457/557 Marine Biology: [Topic] (4-8R) Content varies. Topics include comparative embryology, environmental issues, biology of fishes, and other subjects related to marine biology. Lectures, laboratories, field trips. Prereq: BI 213 or 283H. **R** when topic changes. Offered at Oregon Institute of Marine Biology.

458/558 Biological Oceanography (5) Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world's oceans. Lectures, laboratories, field trips. Prereq: BI 213 or 283H. Offered at Oregon Institute of Marine Biology.

459/559 Field Ornithology (4) Natural history and identification of birds. Fieldwork emphasizes adaptation, behavior, breeding, distribution, migration, and ecology. Prereq: BI 213 or 283H. Offered summer session only.

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

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

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

464/564 Biological Clocks (4) Biological time keeping at ecological, evolutionary, behavioral, physiological, neurological, and molecular levels, with emphasis on daily and seasonal rhythms. Prereq: BI 320 or 322.

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.

CH 467/567 Biochemistry Laboratory (4) See **Chemistry.**

468/568 Amphibians and Reptiles of Oregon (4) Field identification and understanding of ecology, biogeography, and evolution of the common herpetofauna of four major physiographic regions of Oregon. Conservation biology issues addressed. Summer session only. Prereq: one year of college biology or BI 213 or 283H.

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

471/571 Population Ecology (4) Theoretical, experimental, and applied aspects of growth, structure, and regulation of natural populations; population estimation; demographic analysis; life-history theory. Prereq: MATH 247 or 252; BI 370.

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

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

474/574 Marine Ecology (5-8) Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Prereq: BI 213 or 283H. Offered at Oregon Institute of Marine Biology.

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

476/576 Terrestrial Ecosystem Ecology (4) Flux of nutrients, carbon, water, and energy in the environment; interactions and consequences for organisms. Scale ranges from microbial to global. Prereq: BI 370.
478/578 Neotropical Ecology (2) Preparation for field study in Ecuador. Examines biogeography, nutrient cycling, productivity, and community structure of the neotropics; natural history of neotropical plants and animals. Sequence with 479/579. Prereq: BI 213 or 283H.

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

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

484/584 Molecular Evolution (4) General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. Prereq: BI 320 or 380.

485/585 Techniques in Computational Neuroscience (4) Introduction to numerical techniques for modeling the nervous system from single neurons to neutral networks. Prereq: BI 360 or 461; MATH 247 or 252 or higher.

486/586 Population Genetics (4) Analysis of the genentic mechanisms of evolutionary change. Study of artificial and natural selection, mutation, migration, population structure, and genetic drift. Prereq: BI 380; MATH 247 or 252.

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

488/588 Evolutionary Processes (4) Critical discussion of the ecological and evolutionary genetic processes associated with adaptation in natural populations; draws from topics in population, quantitative, and molecular genetics, molecular evolution, and statistics. Prereq: BI 380.

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

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

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

498/598 Biology and Politics (4) Critical analysis of how science is deployed in politics and policy. How should decisions be made in the face of scientific uncertainty? What is the role of scientific expertise in a democracy? Prereq: BI 212; BI 213 or 283H.

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)

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Canadian Studies

Patricia M. Dewey, Committee Chair
541-346-5051

175 Prince Lucien Campbell Hall

http://pages.uoregon.edu/ocias/CanadianStudies

Steering Committee

C. Brian Barnett, Romance languages

Gaylene Carpenter, arts and administration

Patricia M. Dewey, arts and administration

Michael Fakhri, law

Susan W. Hardwick, geography

Nancy Heapes, educational methodology, policy, and leadership

Madonna L. Moss, anthropology

Karen McPherson, Romance languages

Michael Malek Najjar, theater arts

Gordon M. Sayre, English

Janet Wasko, journalism and communication

Robert F. Young, planning, public policy and management

About the Committee

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

The Canadian studies committee seeks to integrate existing instructional and research activities on Canada and Canadian-United States relations and to stimulate research and course work. Through the auspices of the Canadian Publishing Centre, University of Oregon Libraries is a selected repository for Canadian federal documents.

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

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

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

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

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

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

Undergraduate Studies

Graduate Studies

Canadian Studies Courses

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Chemistry and Biochemistry

Michael M. Haley, Department Head
541-346-4601
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Faculty

Andy Berglund, professor (biochemistry). BA, 1992, Colorado, Boulder; PhD, 1997, Brandeis. (2002)

Shannon W. Boettcher, assistant professor (inorganic, materials science). BA, 2003, Oregon; PhD, 2008, California, Santa Barbara. (2010)

Jeffrey A. Cina, professor (physical). BS, 1979, Wisconsin, Madison; PhD, 1985, California, Berkeley. (1995)

Victoria J. De Rose, professor (bioinorganic). BA, 1983, Chicago; PhD, 1990, California, Berkeley. (2006)

Kenneth M. Doxsee, professor (organic, materials science). BS, 1978, MS, 1979, Stanford; PhD, 1983, California Institute of Technology. (1989)

Paul C. Engelking, professor (physical). BS, 1971, California Institute of Technology; MPhil, 1974, PhD, 1976, Yale. (1978)

Deborah B. Exton, senior instructor. BS, 1987, Metropolitan State College of Denver; PhD, 1992, Denver. (1993)

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

Julie A. Haack, senior instructor. BS, 1986, Oregon; PhD, 1991, Utah. (2000)

Michael M. Haley, professor (organic, materials science). BA, 1987, PhD, 1991, Rice. (1993)

Diane K. Hawley, professor (biochemistry). BA, 1976, Kansas; PhD, 1982, Harvard. (1986)

David R. Herrick, professor (physical). BS, 1969, Rochester; MS, 1971, PhD, 1973, Yale. (1975)

James E. Hutchison, Lokey-Harrington Chair in Chemistry; professor (organic, materials science). BS, 1986, Oregon; PhD, 1991, Stanford. (1994)

Darren W. Johnson, associate professor (organic). BS, 1996, Texas, Austin; PhD, 2000, California, Berkeley. (2003)

David C. Johnson, Rosaria P. Haugland Foundation Chair in Pure and Applied Chemistry; professor (inorganic, materials science). BA, 1978, Rutgers; MS, 1980, PhD, 1983, Cornell. (1986)

Michael E. Kellman, professor (physical). BS, 1971, California, Berkeley; PhD, 1977, Chicago. (1989)

Michael Koscho, instructor (organic). BS, 1993, Purdue; PhD, 1999, Illinois, Urbana-Champaign. (2006)

Shih-Yuan Liu, associate professor (organic). BS, 1997, Technische Universitat Wien; PhD, 2003, Massachusetts Institute of Technology. (2006)

Mark Lonergan, professor (physical, materials science); director, Materials Science Institute. BS, 1990, Oregon; PhD, 1994, Northwestern. (1996)

Andrew H. Marcus, professor (physical, materials science). BA, 1987, California, San Diego; PhD, 1993, Stanford. (1996)

George V. Nazin, assistant professor (physical). MS, 1999, Moscow Institute of Physics and Technology; PhD, 2007, California, Irvine. (2010)

Brad J. Nolen, assistant professor (biochemistry). BA, 1997, Missouri State; PhD, 2003, California, San Diego. (2008)

Catherine J. Page, associate professor (inorganic, materials science). BA, 1980, Oberlin; PhD, 1984, Cornell. (1986)

Michael D. Pluth, assistant professor (organic). BS, 2004, Oregon; PhD, 2008, California, Berkeley. (2011)

Kenneth E. Prehoda, professor (biochemistry). BA, 1991, California State, Sacramento; PhD, 1997, Wisconsin, Madison. (2001)

Geraldine L. Richmond, Richard M. and Patricia H. Noyes Professor of Chemistry (physical, materials science).

BS, 1975, Kansas State; PhD, 1980, California, Berkeley. (1985)
Tom H. Stevens, professor (biochemistry). BA, 1974, MS, 1976, San Francisco State; PhD, 1980, California Institute of Technology. (1982)

David R. "Randy" Sullivan, instructor. BS, 1982, MS, 1989, North Texas. (2001)

David R. Tyler, Charles J. and M. Monteith Jacobs Professor of Chemistry (inorganic, materials science). BS, 1975, Purdue; PhD, 1979, California Institute of Technology. (1985)

Gregory M. Williams, adjunct professor. BS, 1977, California, Los Angeles; PhD, 1981, Princeton. (2001)

Special Staff

John Hardwick, courtesy senior instructor and senior research associate (molecular physics). AB, 1966, Princeton; PhD, 1972, Georgia Institute of Technology. (1985)

Emeriti

Ralph J. Barnhard, senior instructor emeritus. BS, 1959, Otterbein; MS, 1965, Oregon. (1966)

Bruce P. Branchaud, professor emeritus. BS, 1976, Massachusetts; MA, 1981, Dartmouth; PhD, 1981, Harvard. (1983)

Frederick W. Dahlquist, professor emeritus. BA, 1964, Wabash; PhD, 1969, California Institute of Technology. (1971)

Thomas R. Dyke, professor emeritus. BA, 1966, Wooster; PhD, 1972, Harvard. (1974)

O. Hayes Griffith, professor emeritus. AB, 1960, California, Riverside; PhD, 1964, California Institute of Technology. (1965)

John F. W. Keana, professor emeritus. BA, 1961, Kalamazoo; PhD, 1965, Stanford. (1965)

James W. Long, senior instructor emeritus. BS, 1965, Washington (Seattle); PhD, 1969, California, Berkeley. (1978)

Robert M. Mazo, professor emeritus. AB, 1952, Harvard; MS, 1953, PhD, 1955, Yale. (1962)

John A. Schellman, professor emeritus. AB, 1948, Temple; MA, 1949, PhD, 1951, Princeton. (1958)

Peter H. von Hippel, professor emeritus. BS, 1952, MS, 1953, PhD, 1955, Massachusetts Institute of Technology. (1967)

Raymond G. Wolfe Jr., professor emeritus. AB, 1942, MA, 1948, PhD, 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 and Biochemistry offers bachelor of arts and bachelor of science degrees with majors in chemistry or biochemistry. The department enjoys a strong national reputation.
The curriculum in chemistry provides broad knowledge of the field as a part of the liberal education offered by the College of Arts and Sciences. Chemistry course work is a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, geochemistry, materials science, and molecular biology.

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

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

Two-year college students planning to transfer to the university to major in chemistry should prepare by taking courses equivalent to those outlined for the freshman and sophomore years.

The department offers two general-chemistry sequences-General Chemistry (CH 221, 222, 223), and Honors General Chemistry (CH 224H, 225H, 226H)-both of which lead to organic chemistry, the second-year sequence in chemistry. Each sequence covers the fundamentals of chemistry but uses a different approach and a textbook tailored to suit a student's background in high school chemistry and mathematics.

Careers. Career opportunities for chemists are available in education, government, and industry (see the annual October issue of Chemical and Engineering News). A bachelor's degree in chemistry provides a good background for advanced study in such fields as atmospheric science, biochemistry, biology, environmental sciences, forensic science, geochemistry, geological sciences, pharmacy, pharmacology, physiology, materials science, medicine, medicinal chemistry, metallurgy, molecular biology, neuroscience, and oceanography. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and financial analysis. The alumni newsletter, Chemistry News, has examples of careers UO majors have chosen. Follow the links on the department's website.

Chemistry Major

The program described below is the recommended curriculum for chemistry majors. It includes courses in chemistry and related fields. Courses taken to satisfy major requirements must be passed with grades of C- or better. Variations in courses and order may be worked out in consultation with an advisor. Advisors 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
Majors Track Organic Chemistry I,II,III (CH 341, 342, 343)	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	**35-41 credits**
Calculus I,II,III (MATH 251, 252, 253)	12
Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281)	8
Foundations of Physics I (PHYS 251, 252, 253) or General Physics (PHYS 201, 202, 203)	12
Foundations of Physics Laboratory (PHYS 290) or Introductory Physics Laboratory (PHYS 204, 205, 206)	3-6

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 advisor for consideration and approval.

	credits
Research (CH 401) minimum of	6
Inorganic Chemistry (CH 431, 432, 433)	12
Quantum Chemistry (CH 441)	4
Quantum Chemistry and Spectroscopy (CH 442, 443)	8
Chemical Thermodynamics (CH 444)	4
Statistical Mechanics (CH 445)	4
Chemical Kinetics (CH 446)	4

Advanced Organic-Inorganic Chemistry (CH 451)	4
Advanced Organic Chemistry-Stereochemistry and Reactions (CH 452)	4
Advanced Organic Chemistry-Synthesis (CH 453)	4
Biochemistry (CH 461, 462, 463)	12
Thermodynamic Geochemistry (GEOL 471) or Aqueous Geochemistry (GEOL 472) or Isotope Geochemistry (GEOL 473)	3-4

Sample Program for Chemistry Majors

Freshman Year	**46-50 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 and WR 122 or 123)	8
Electives	8-12
Sophomore Year	**45-52 credits**
Majors Track Organic Chemistry I,II,III (CH 341, 342, 343)	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)	10
Foundations of Physics I (PHYS 251, 252, 253) or General Physics (PHYS 201, 202, 203)	12
Foundations of Physics Laboratory (PHYS 290) or Introductory Physics Laboratory (PHYS 204, 205, 206)	3-6
Electives	8-12

Junior Year	**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
Electives	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 advisor.

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

Requirements

Core Requirements	**64 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
Majors Track Organic Chemistry I,II,III (CH 341, 342, 343)	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)	10
Physical Chemistry (CH 411, 412)	8
Biochemistry (CH 461, 462, 463)	12
Biochemistry Laboratory (CH 467)	4
Related Science Requirements	**38 credits**
Calculus I,II,III (MATH 251, 252, 253)	12
General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)	12
Honors Biology I,II (BI 281H, 282H)	10
Molecular Genetics (BI 320)	4
Physical Laboratory Requirement	**3-8 credits**
Introductory Physics Laboratory (PHYS 204, 205, 206) or three terms of Foundations of Physics Laboratory (PHYS 290) or Physical Chemistry Laboratory (CH 417, 418)	3-8

Advanced Laboratory Requirements 4-6 credits

Any 400-level chemistry lab course or one year (at least 6 credits) of Research (CH 401). Advisor approval and a written report are required for Research.

Advanced Electives 20-21 credits

Five approved 400-level courses in chemistry, biology, and physics. See an advisor for a complete list. Courses used to satisfy the physical and advanced laboratory requirements cannot also be used as an advanced elective.

Sample Program for Biochemistry Majors

Freshman Year	**46-50 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
College Composition I,III (WR 121, 123)	8
Calculus I,II,III (MATH 251, 252, 253)	12
Electives	8-12
Sophomore Year	**44-48 credits**
Honors Biology I,II (BI 281H, 282H)	10
Molecular Genetics (BI 320)	4
Majors Track Organic Chemistry I,II,III (CH 341, 342, 343)	12

Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)	10
Electives	8-12

Junior Year	**42-46 credits**
Biochemistry (CH 461, 462, 463)	12
Biochemistry Laboratory (CH 467)	4
General Physics (PHYS 201, 202, 203)	12
Introductory Physics Laboratory (PHYS 204, 205, 206)	6
Electives and advanced electives	8-12

Senior Year	**32-42 credits**
Physical Chemistry (CH 411, 412)	8
Advanced laboratory or Research (CH 401)	4-6
Electives and advanced electives	20-28

Honors Program

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

1. Grade point average (GPA) of at least 3.50 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 BS 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. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses for the minor must be completed with grades of C- or better. Credits earned in Seminar (CH 407), Reading and Conference (CH 405), and Special Laboratory Problems (CH 409) may not be applied as required course work for the minor.

Biochemistry Minor

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

Lower Division	**18 credits**
General chemistry sequence	12
General chemistry laboratories	6

Upper Division	**20 credits**
Organic Chemistry I,II (CH 331, 335)	8
Biochemistry (CH 461, 462)	8
Biochemistry (CH 463) or Biochemistry Laboratory (CH 467)	4

Other courses may be submitted for consideration and approval by the department. At least 12 credits for the biochemistry minor must be completed at the University of Oregon. All courses applied to the minor must be completed with grades of C- or better. Credits earned in Seminar (CH 407), Reading and Conference (CH 405),

and Special Laboratory Problems (CH 409) may not be applied to required course work for the biochemistry minor.

Academic Minors for Chemistry Majors

A carefully chosen minor can complement and enhance undergraduate study in chemistry. Following is a selection of academic minors that chemistry majors might want to consider: biology, business administration, computer and information science, economics, environmental studies, geological sciences, human physiology, mathematics, or physics.

Kindergarten through Secondary Teaching Careers

Students who complete the BA or BS degree with a major in chemistry or biochemistry are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department's K-12 education advisors, Catherine Page and Julie Haack; see also the **College of Education** section of this catalog.

Graduate Studies

Graduate work in chemistry is a research-oriented PhD program with options in biochemistry and molecular biology, biophysics, bioorganic and medicinal chemistry, environmental chemistry, inorganic and organometallic chemistry, materials chemistry, optics and spectroscopy, organic synthesis, polymer chemistry, physical chemistry, solid-state chemistry, statistical mechanics of liquids and complex fluids, surfaces and interfaces, and theoretical chemical physics. Master of science (MS) and master of arts (MA) degrees are also offered.

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

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

An illustrated publication, University of Oregon Doctoral Program in Chemistry, may be requested from the department. The booklet presents information about the program, facilities, financial support, faculty members and their individual research interests, housing, and the local 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, and Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, bioorganic, organometallic, inorganic, and materials chemistry. Research and teaching in these traditionally distinct subareas is unified through a single, cohesive organic-inorganic area in the chemistry department.

Undergraduate students, graduate students, and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes. Formal course work is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover recent advances in organic, organometallic, inorganic, and materials research. Of foremost importance is the contiguous location of research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to state-of-the-art instrumentation in the shared organic-inorganic instrumentation facility adjoining the research laboratories. Most faculty members in this area have varied research interests and expertise. Collaboration with researchers working in physics, materials science, biochemistry, and medicinal chemistry enhances the program.

Physical Chemistry

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

At the University of Oregon, research in physical chemistry focuses on a variety of topics.

Experimental spectroscopy includes pulsed laser techniques to probe the molecular structure at wet interfaces;

the development of new optical techniques to study the motions of intracellular species and macromolecules in liquids; and novel ultrafast, nonlinear spectroscopic methods to study the dynamics of excited states in molecules.
On the theoretical front, topics of interest include dynamics of highly excited molecules using quantum and semiclassical techniques, the development of a formal description of wave-packet interferometry, elucidation of molecular structure through theoretical studies of electronic potential energy surfaces, and theoretical statistical mechanics and simulation.

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

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

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

Industrial Internships for Master's Degrees in Chemistry

These internships, sponsored by the Materials Science Institute, are described in the Research Institutes and Centers section of this catalog. Information and application materials are available through the institute.

Chemistry Courses (CH)

111 Introduction to Chemical Principles (4) Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups. Lecture, demonstration. Prereq: MATH 95.
113 The Chemistry of Sustainability (4) Illustrates how chemistry provides innovative materials, processes, and consumer products that support sustainable solutions to problems of energy utilization, global warming, and pollution prevention. Prereq: MATH 95; high school chemistry.

114 Green Product Design (4) Illustrates how green chemistry, product design, advertising, and sustainable business practices are used to design greener consumer products and accelerate their adoption in the market.

140 (M) Science, Policy, and Biology (4) Explores biology behind topical issues such as stem cells, cloning, genetically modified organisms, gene therapy, and how policy decisions affect related research. Multilisted with BI 140M.

157 (M) Information, Quantum Mechanics, and DNA (4) A nonscience major's introduction to the physical and chemical concepts explaining how information is stored in and transmitted by physical objects and molecules, including DNA. Multilisted with PHYS 157M.

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

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

199 Special Studies: [Topic] (1-5R)

221, 222, 223 General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Lectures. Prereq for 221: high school chemistry; pre- or coreq: MATH 111. Concurrent CH 227 or 237 recommended. Prereq for 222: CH 221 or 224H; pre- or coreq: MATH 112. Concurrent CH 228 or 238 recommended. Prereq for 223: CH 222 or 225H. Concurrent CH 229 or 239 recommended. Students cannot receive credit for both CH 221-223 and 224-226H.

224, 225, 226 (H) Honors General Chemistry (4,4,4) First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, equilibrium dynamics, thermodynamics, reactions, and an introduction to quantum chemistry. Prereq for 224H: high school chemistry; MATH 112 or equivalent; pre- or coreq: one from MATH 241, 246, 251, 261. Concurrent CH 237 recommended. Prereq for 225H: CH 221 or 224H; pre- or coreq: one from MATH 242, 246, 252, 262. Concurrent CH 238 recommended. Prereq for 226H: CH 222 or 225H; pre- or coreq: one from MATH 243, 247, 253, 263. Concurrent CH 239 recommended. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students. Students cannot receive credit for both CH 221-223 and 224-226H.

227, 228, 229 General Chemistry Laboratory (2,2,2) Teaches laboratory skills through chemical reactions and writing equations, phase diagrams, equilibrium constants, acid-base titrations, volumetric analyses, voltaic cells,

exercises in kinetics and inorganic chemistry. Pre- or coreq for 227: CH 221 or 224H; MATH 111. Prereq for 228: CH 227 or 237; pre- or coreq: CH 222 or 225H; MATH 112. Prereq for 229: CH 228 or 238; pre- or coreq: CH 223 or 226H.

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

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

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

335 Organic Chemistry II (4) Reactions and mechanisms of organic chemistry. Prereq: CH 331 or 341. Concurrent CH 338 recommended.

336 Organic Chemistry III (4) Organic chemistry of biomolecules with a focus on chemical aspects. Prereq: CH 335 or 342. Concurrent CH 339 recommended.

337, 338 Organic Chemistry Laboratory (3,3) Principles and techniques of laboratory practice in organic chemistry. Prereq for 337: CH 229 or 239; pre- or coreq: CH 331. Prereq for 338: CH 331 or 341; 337; pre- or coreq: CH 335.

341 Majors Track Organic Chemistry I (4) Structure, properties, and bonding of organic molecules. Provides a rigorous foundation appropriate for chemistry and biochemistry majors as they become chemical practitioners. Sequence with CH 342, 343. Prereq: CH 223 or CH 226H. Concurrent CH 337 recommended.

342 Majors Track Organic Chemistry II (4) Focuses on mechanisms and reactions of common organic functional groups. Sequence with CH 341, 343. Prereq: CH 331 (with grade of B- or better) or CH 341. Concurrent CH 338 recommended.

343 Majors Track Organic Chemistry III (4) Incorporates topics from the recent chemistry literature. Sequence with CH 341, 342. Prereq: CH 335 (with grade of B- or better) or CH 342. Concurrent CH 339 recommended.

348, 349 Organic Chemistry Lab for Majors (4,4) 348: problem-solving in the organic chemistry laboratory. **349:** Organic chemistry laboratory projects. Two-dimensional nuclear magnetic resonance techniques. Sequence with CH 337. Prereq: CH 337; coreq for 348: CH 342; coreq for 349: CH 343.

360 Physiological Biochemistry (4) For preprofessional health science students. Topics include protein structure and function, enzyme mechanisms, central metabolism and bioenergetics, integration and regulation of metabolism by hormone action. Prereq: CH 336 or 343; BI 214 or 282H. *Students cannot receive credit for both CH 360 and 462.*

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R) Introduction to methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

403 Thesis (1-12R) Open to students eligible to work for a bachelor's degree with honors in chemistry or biochemistry.

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

406 Field Studies: [Topic] (1-21R)

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

408/508 Workshop: [Topic] (1-21R)

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

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

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

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

420/520, 421/521 Physical Organic Chemistry I,II (4,4) Modern physical organic chemistry. **420/520:** chemical bonding, acid-base chemistry, thermochemistry, noncovalent interactions, and introduction to computational chemistry. **421/521:** tools to study reaction mechanisms, kinetic analysis, isotope effects, and qualitative molecular orbital theory. Sequence. Prereq: CH 336.
429 Instrumental Analysis (5) Use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417.

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

437/537 Inorganic Chemistry Lab (4) Introduction to conceptual and practical inorganic chemistry; laboratories focus on syntheses and characterization of inorganic compounds, including catalysts, superconductors, and semiconductor nanoparticles. Prereq: CH 339.

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.

447/547 Computational Chemistry (4) Introduction to modern computational methods used to understand the properties of molecules. Prereq: CH 411, 412; or PHYS 353.

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

452/552 Advanced Organic Chemistry-Stereochemistry and Reactions (4) Principles and applications of stereochemistry; reagents and reactions, with mechanisms, used in contemporary organic synthesis; examples taken from the current literature.

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

461/561, 462/562, 463/563 Biochemistry (4,4,4) 461/561: Structure and function of macromolecules. Prereq: CH 336 or 343. Exposure to calculus and physical chemistry recommended. **462/562:** Metabolism and metabolic control processes; energy and sensory transduction mechanisms. Prereq: CH 461/561. *Students cannot receive credit for both CH 360 and 462.* **463/563:** Mechanisms and regulation of nucleic acid and protein biosynthesis; other current topics in biochemical genetics. Prereq: CH 461/561 or 462/562.

464/564 RNA Biochemistry (4) Introduction to the diverse field of RNA biochemistry. Prereq: CH 463 or BI 320.

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

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

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Topic] (1-16R)
609 Terminal Project (1-16R)

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

613 Organic Chemistry: [Topic] (1-4R) Topics include bioorganic and bioinorganic chemistry, computational chemistry, green chemistry, medicinal chemistry, natural products, organometallic chemistry, polymers, catalysis, molecular motors, and spectroscopic methods for structure determination. **R** when topic changes.

616 Biochemistry: [Topic] (1-4R) Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis.

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

624 Physical Chemistry Journal Club (1R) Preparation and delivery of colloquium-style lectures in physical chemistry based on papers from the literature. **R** for maximum of 12 credits.

657 Organometallics in Organic Synthesis (4) Fundamental concepts in organometallic structure, bonding, and reaction mechanisms. Organometallic reactions in organic synthesis.

658 Synthetic Organic Reactions (4) Structured laboratory exercises to perform examples of the various reactions discussed in lectures.

659 Advanced Synthesis Laboratory (4) Multistep syntheses of diverse target molecules.

662, 663 Advanced Biochemistry (4,4) Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, and selected aspects of biological synthesis.

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

668 Physical Chemistry of Polymers and Coatings (4) Statistical and thermodynamic models for the equilibrium configuration, conformation, structure, mechanical properties, and phase transitions of polymer solutions, dense melts, liquid crystals.

669 Polymer Synthesis and Characterization Laboratory (4) Preparation and physical characterization of polymers; emphasis on polymers of commercial interest.

677 Semiconductor Device Physics (4) Elementary theory of inorganic solids; electronic structures and transport properties of semiconductors. Basic theory of semiconductor devices including diodes, transistors, MOSFETs, and optoelectronic devices.

678 Semiconductor Processing and Characterization Techniques (4) Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices.

679 Device Processing and Characterization Laboratory (4) Design, fabrication, and testing of semiconductor devices with an emphasis on wafer processing and device realization.

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Cinema Studies

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Ying Tan, art

Emeriti

William Cadbury, English

Julia Lesage, English

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About the Program

The cinema studies major gives students the opportunity to study moving-image media as multicultural, transnational, and humanistic phenomena. Because cinema is inherently multidisciplinary, the major spans the College of Arts and Sciences, the School of Architecture and Allied Arts, and the School of Journalism and Communication, and includes a diverse array of courses in the history, theory, and aesthetics of cinema as well as in film production.

Based in the liberal arts, the bachelor of arts in cinema studies provides its graduates with a sound foundation for entering their chosen professions or continuing their education in graduate school. It also gives them the critical and analytic skills to adapt to the changes that are likely to occur in their professions throughout their lifetimes.

Students are encouraged to study overseas in programs that immerse them in different cultures and languages and, more specifically, in the study of cinema. They are also encouraged to work with faculty members to seek internships in their chosen areas of expertise.

Undergraduate Studies

Major Requirements
Cinema studies majors must complete 56 credits in four categories: fundamentals, production, core courses, and electives. Fundamental courses expose incoming majors to three central approaches to cinema studies: historical, social-institutional, and aesthetic. The production requirement offers majors a chance to learn the basics of media production. The required courses in fundamentals as well as a selection of upper-division core courses strengthen students' understanding of cinema as a dynamic, multicultural, and transnational phenomenon. Electives allow students to broaden their exposure to cinema and media studies, and are not focused exclusively on cinema but instead study it in relation to other modes of inquiry such as philosophy, literary studies, and sociology.

The major includes the option of graduating with honors. Courses in the major must be taken for a letter grade, and students must earn a grade of mid-C or better for credit toward the major. At least 28 credits must be taken in residence at the University of Oregon.

Requirements

Categories	credits
Fundamentals (four courses)	16
Production (two courses)	8
Core Courses (six courses)	24
Electives (two courses)	8

Fundamentals. Four courses (16 credits), completed before entry into production courses: Media and Society (J 201); Media Aesthetics (ENG 260); two from History of the Motion Picture (ENG 265, 266,267)

Production. Two or more courses (8 credits):

- One from Introduction to Documentary Production (J 208), Introduction to Production (ARTD 256), or Introduction to Narrative Cinema Production (ENG 270);
- One from Time-Based Digital Arts (ARTD 251), Interactive Digital Arts (ARTD 252), Digital Video Production (J 331), Introduction to Animation (ARTD 361), Digital Video and Audio (ARTD 395), Dramatic Screenwriting (ENG 411), Experimental Animation (ARTD 412), or Documentary Production (J421)

Core Courses. Six or more courses (24 credits), with at least one from each subcategory. Of the six courses, at least two must bear the CINE subject code. See the program website or an academic advisor for a complete list of approved courses:

- **Institutions.** Film Festivals (CINE 330), Film, Media, and History (ENG 380), Issues in Communication Studies: United States Film Industry; Political Economy of the Media (J 412), Television Studies (ENG 485)
- **Theory and Criticism.** Philosophy of Film (PHIL 332), Film Theory (CINE 360), Introduction to Video Art (ARTD 379), Film, Media, and Culture (ENG 381), Seminar: New Media Digital Discourse (ARH 407), Seminar: The Cinema Effect (ARTD 407), Issues in Communication Studies: Understanding Disney (J 412), Survey of the Documentary (J 416), Issues in International Communication: International Reality TV (J 467), Theories of the Moving Image (ENG 481), New Media and Digital Culture (ENG 486), Race and Representation in Film (ENG 488), Film Directors and Genres: Moviegoing-Exhibition and Reception, History and Theory; Race and the Film Musical (ENG 490), Feminist Film Criticism (ENG 496)
- **National, Regional, and Transnational Cinema.** Introduction to Japanese Literature (JPN 307), Nordic Cinema (SCAN 315), Gender and Sexuality in European Cinema (CINE 350), German Cinema: History, Theory, Practice (GER 355), French Film (FR 362), Seminar: Lenses of Africa (AFR 407), Seminar: Native Americans in Film (ES 407), Seminar: Thai Society through Film (INTL 407), Seminar: Children in Latin American Film (SPAN 407), Issues in Communication Studies: Latin American Film (J 412), Comparative Studies in Cinema (COLT 450), Chinese Film and Theory (CHN 452), Issues in International Communication: Introduction to Japanese and Chinese Media; Latin American Cinema TV (J 467), The Japanese Cinema (JPN 471)
- **Electives.** At least two courses. Titles will change from year to year; consult an advisor with questions. Choose from the following courses, or any of those listed in the categories above: Introduction to Media Studies (J 314), Women, Minorities, and Media (J 320), Politics and Film (PS 350), Russian Literature and Film (RUSS 351), International Communication (J 396), Special Studies: Modern China in Film (HIST 399), Cyberjournalism (J 465), Film and Folklore (FLR485)

Honors

Students receive honors at graduation if they have a final cumulative GPA of at least 3.50 in cinema studies courses.

Graduate Studies

For more information, see the departments of the participating faculty.

Cinema Studies Courses (CINE)

320 Beginning Screenwriting (4) Basics of writing for the screen. Prereq: ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, ENG 270, J 208.
330 Film Festivals (4) Surveys histories of film festivals in relation to their forms, functions, operations, marketing, curatorial missions, and social impacts.

350 Gender and Sexuality in European Cinema (4) Examines questions of gender and sexuality within the transnational and national contexts of Europe, including its diverse cinematic landscapes, traditions, and star imagery.

360 Film Theory (4) Introduction to theoretical debates about film as a medium of artistic expression in a transhistorical and global framework.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R) R for a maximum of 12 credits; only 4 credits may count toward the cinema studies major.

405 Reading and Conference: [Topic] (1-5R) R for a maximum of 12 credits; only 4 credits may count toward the cinema studies major.

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

408 Workshop: [Topic] (1-12R)

410 Experimental Course (1-5R)
425 Cinema Production: [Topic] (4R) Exploration of intermediate to advanced techniques used in cinema production-from music videos to digital sound recording to 16-millimeter film. Prereq: ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, ENG 270, J 208. **R** twice when topic changes for a maximum of 12 credits.

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Classics

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Faculty

P. Lowell Bowditch, professor (Latin literature, comparative literature, literary theory). BA, 1984, California, Berkeley; MA, 1989, PhD, 1992, Brown. (1993)

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

Christopher Eckerman, assistant professor (Greek literature, lyric poetry, social history). BA, 2000, California, Davis; MA, 2002, PhD, 2007, California, Los Angeles. (2008)

Jeffrey M. Hurwit, professor. See **History of Art and Architecture**

Mary K. Jaeger, professor (Latin literature, historiography, food in antiquity). BA, 1982, Gustavus Adolphus; MA, 1984, PhD, 1990, California, Berkeley. (1990)

Steven Shankman, professor. See **English**

Malcolm Wilson, associate professor (ancient philosophy, history of science). BA, 1985, Western Ontario; MA, 1986, Toronto; PhD, 1993, California, Berkeley. (1990)

Emeritus

John Nicols, professor. See **History**

C. Bennett Pascal, professor emeritus. BA, 1949, MA, 1950, California, Los Angeles; MA, 1953, PhD, 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

Undergraduate Studies

The field of classics embraces Greek and Roman culture from the prehistoric to the medieval periods. The undergraduate's primary aim in studying classics at the university is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages.

Through the study of classical literature in the original language and in English translation, and through the study of other areas encompassed by the classics, such as ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the classical world and their influence on the languages and institutions of Western civilization.

Students who intend to major in classics should begin the study of one or both of the classical languages as early as possible in their undergraduate careers.

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 a bachelor of arts (BA) degree. Students may choose to focus on Latin language and literature (Latin concentration), Greek language and literature (Greek concentration), or a combination of Greek and Latin. Students may also study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization concentration).

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of mid-C or better.

At least four upper-division courses (normally 16 credits) must be taken at the University of Oregon.

Greek Concentration. Students must complete one year of college Greek (GRK 101, 102, 103) or demonstrate proficiency at the introductory level, and complete the following:

	48 credits
One course in classical archaeology (CLAS 199, 399, 407)	4
Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses	24
Ancient Greece (HIST 412) and Ancient Rome (HIST 414)	8
Three upper-division Greek or Latin courses beyond the first year or courses in translation or from related departments. A list of approved courses is available from the department	12

Students are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy. They are also urged to take course work in Latin.

Latin Concentration. Students must complete one year of college Latin (LAT 101, 102, 103) or demonstrate proficiency at the introductory level, and complete the following:

	48 credits
One course in classical archaeology (CLAS 199, 399, 407)	4
Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses	24
Ancient Greece (HIST 412) and Ancient Rome (HIST 414)	8
Three upper-division Latin or Greek courses beyond the first year, or courses in translation or from related departments. A list of approved courses is available from the department	12

Students are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy. They are also urged to take course work in Greek.

Greek and Latin Concentration. Students must complete one year of college Greek and one year of college Latin or demonstrate proficiency in both languages at the introductory level. Students also must complete the following:

	48 credits
One course in classical archaeology (CLAS 199, 399, 407)	4
Latin and Greek courses beyond the first year with no fewer than 8 credits devoted to each 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	28
Ancient Greece (HIST 412) and Ancient Rome (HIST 414)	8
Upper-division Latin or Greek courses, courses in translation or from related departments. A list of approved courses is available from the department	8

Students are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy.

Classical Civilization Concentration. Students must demonstrate proficiency in Greek or Latin by completing LAT 301, 302, 303 or GRK 301, 302, 303 or their equivalents with grades of mid-C or better. Students whose Greek or Latin was taken entirely in high school must take one year of second- or third-year Greek or Latin

(301, 302, 303, or 411) at the University of Oregon in works not read in their high school courses. All language courses at the second- or third-year level may count toward the 20 credits of electives.
Students must complete 48 credits, distributed as follows:

	48 credits
One course in classical archaeology (CLAS 199, 399, 407)	4
Ancient Greece (HIST 412) and Ancient Rome (HIST 414)	8
Two courses in classical literature in translation (e.g., CLAS 201, 202, 301, 302, 303, or, with department head's consent, HUM 101)	8
Two courses in ancient art, selected from ARH 322, 323, 422, 423, 424	8
Chosen in consultation with a classics department advisor, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in anthropology (ANTH), 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 requirements of both the major and the university
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:

- 16 credits in upper-division courses in Greek (GRK); 4 credits of first-year Greek may be applied to this total
- 8 upper-division credits either in Greek (GRK) or in related courses in classics (CLAS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or better in courses applied to the minor. At least four courses (typically 16 credits) must be taken at the University of Oregon.

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

- 16 credits in upper-division courses in Latin (LAT); 4 credits of first-year Latin may be applied to this total
- 8 upper-division credits either in Latin (LAT) or in related courses in classics (CLAS), history (HIST), Greek (GRK), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or better in courses applied to the minor. At least four courses (typically 16 credits) must be taken at the University of Oregon.

Secondary School Teaching Careers

The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Licensure as a secondary teacher requires completion of a graduate-level teacher preparation program. All work for the Latin endorsement should be completed before entering the teacher preparation program. For specific information about departmental requirements for the Latin endorsement, students should contact the departmental advisor. The College of Education offers a fifth-year program for teaching licensure in a second language. This program is described in the **College of Education** section of this catalog.

Preparatory Program for Classical Archaeology

With the existing curricular resources of the university, it is possible to arrange an undergraduate program that provides sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably fulfill major requirements in one of the three departments contributing to the

program, adding courses selected from the other two departments. The following are the three programs recommended for a specialization in classical archaeology. Approved seminars (courses numbered 407) are also recommended.

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

History of Art and Architecture. 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

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 (MA) 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 advisors, at least one of whom is a member of the Department of Classics, and comprise graduate courses selected from Latin (LAT), Greek (GRK), classics (CLAS), history (HIST), history of art and architecture (ARH), religious studies (REL), philosophy (PHIL), and English (ENG).

Admission

Procedures for admission to do graduate work in classics include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

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

Master of Arts Degree

Requirements

1. Complete at least 45 credits of graduate course work, which must include one Seminar (ARH, HIST, GRK, LAT, or CLAS 507), one course in classical archaeology (CLAS 507), Introduction to Philological Methods (CLAS 611), and at least 9 credits in 600-699-level courses taken in residence
2. Complete the general MA requirements stipulated by the Graduate School
3. Pass with a grade of mid-B or better five courses in Greek and/or Latin authors

4. Complete surveys of Greek history (HIST 512) and Roman history (HIST 514). Equivalent courses taken as an undergraduate may fulfill this requirement
5. Pass a translation examination in one modern language, usually French or German. This requirement may be fulfilled with a standardized examination offered by the university or by the successful translation of a significant scholarly text
6. Choose one of three 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. At least 9 credits of Thesis 503 must be completed and may be counted toward the 45-credit minimum. Satisfactory completion of the thesis includes an oral defense

Plan 2: Pass a comprehensive examination in two parts: translation and essay. The candidate must, in consultation with his or her advisors, define a reading list for the translation part of the examination

Plan 3: Compile a portfolio of at least two substantive essays (40-50 pages total). The candidate develops, expands, and revises work written for graduate author courses or seminars.

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), (3), and (6) required for the master of arts degree in classics, 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)

110 Classical Mythology (4) Introduction to the world of Greek and Roman mythology with an emphasis on the issues of personal and social identity.
199 Special Studies: [Topic] (1-5R)

201 Greek Life and Culture (4) Uses literary sources, art, and architecture to examine Greek civilization from Mycenean 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. 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. Offered alternate years.

303 Classical Greek Philosophers (4) Introduction to the philosophies of Plato and/or Aristotle from the viewpoint of Greek intellectual history. Offered alternate years. Wilson.

310 Early China, Ancient Greece (4) Examines the relationship between knowledge and wisdom in literature produced by two different ancient civilizations, Greece and China, from c. 1000 B.C.E. to 86 C.E. Offered alternate years. Shankman.

311 Death and Rebirth in Greece and India (4) Explores Greco-Roman and Indian conceptions of the soul and beliefs concerning the afterlife, particularly those of reincarnation and soul transmigration. Offered alternate years.

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.

322 Theory and Practice of Ancient Mythology (4) Studies the theory and practical use of mythology of the ancient Mediterranean in its own context and through the lens of modern theorists. Prereq: CLAS 110. Offered alternate years.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

405 Reading and Conference: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-5R)

408/508 Colloquium: [Topic] (1-21R)

409 Supervised Tutoring (1-21R)

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

503 Thesis (1-16R) Prereq: second-year proficiency in Greek or Latin.

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

602 Supervised College Teaching (1-5R)

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

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

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

608 Colloquium: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

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

611 Introduction to Philological Methods (4) Introduces graduate students to methodological approaches for the study of antiquity, employing faculty expertise in literary criticism, ancient art, historiography, epigraphy, ancient philosophy, and paleography.

Greek Courses (GRK)

101, 102, 103 Basic Greek (5,5,5) Fundamentals of the Attic Greek language; readings in Attic Greek and in koiné. Eckerman.

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, Xenophon, or Lysias. **302:** Euripides. **303:** Homer or Hesiod. **R** when reading material changes.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

407/507 Seminar: [Topic] (1-5R)

408/508 Colloquium: [Topic] (1-21R)

409 Practicum: [Topic] (1-21R)

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

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

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

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

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

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

608 Colloquium: [Topic] (1-16R)

609 Terminal Project (1-16R)

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

Latin Courses (LAT)

101, 102, 103 Basic Latin (5,5,5) Fundamentals of Latin grammar; selected readings from classical and

medieval authors. Calhoon.

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 include Cicero, Terence, Tibullus. **R** when reading material changes.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

407/507 Seminar: [Topic] (1-5R)

408/508 Colloquium: [Topic] (1-21R)

409 Supervised Tutoring (1-21R)

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

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

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

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

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

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

608 Colloquium: [Topic] (1-21R)

609 Terminal Project (1-16R)

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

.

Comparative Literature

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Faculty

Michael Allan, assistant professor (Arabic and Francophone literature, postcolonial studies, cinema). BA, 2000, Brown; PhD, 2008, California, Berkeley. (2008)

Steven T. Brown, professor (Japanese film, comparative film, popular culture). BA, 1987, Illinois, Urbana-Champaign; MA, 1988, PhD, 1993, Stanford. (1993)

Kenneth S. Calhoon, professor (18th- and 19th-century German and European literature and thought, psychoanalysis, cinema). BA, 1979, Louisville; MA, 1981, PhD, 1984, California, Irvine. (1987)

Karen R. Emmerich, assistant professor (translation studies, modern Greek literature, textual scholarship). BA, 2000, Princeton; MA, 2002, Aristotle, Thessaloniki; MA, 2003, MPhil, 2006, PhD, 2010, Columbia. (2012)

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

Warren Ginsberg, professor. See **English**.

Sangita Gopal, associate professor. See **English**.

Katya E. Hokanson, associate professor (Russian literature, travel literature, cultural studies). BA, 1984, Williams; MA, 1988, PhD, 1994, Stanford. (1995)

Dawn Marlan, lecturer (history of the novel, gender studies, cinema). BA, 1989, Bennington; MA, 1992, PhD, 2000, Chicago. (2004)

Leah Middlebrook, associate professor (16th-century Spanish and French lyric, court culture, theories of the subject). BA, 1989, Columbia; MA, 1991, PhD, 1998, California, Berkeley. (2002)

Jenifer Presto, associate professor (Russian literature, poetry, modernism). AB, 1985, Smith; MA, 1988, Middlebury; MA, 1989, PhD, 1996, Wisconsin, Madison. (2003)

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

Participating

Barbara K. Altmann, Romance languages

Susan C. Anderson, German and Scandinavian

Monique Balbuena, honors college

P. Lowell Bowditch, classics

Carl R. Bybee, journalism and communication

Joyce Cheng, history of art and architecture

Suzanne Clark, English

James R. Crosswhite, English

Dianne M. Dugaw, English

Cecilia Enjuto Rangel, Romance languages

Maram Epstein, East Asian languages and literatures

Pedro García-Caro, Romance languages

Evlyn Gould, Romance languages

D. Gantt Gurley, German and Scandinavian

Michael Hames-García, ethnic studies
Kathleen Rowe Karlyn, English

Linda Kintz, English

Martin Klebes, German and Scandinavian

David Leiwei Li, English

Jeffrey S. Librett, German and Scandinavian

Massimo Lollini, Romance languages

Katharina Loew, German and Scandinavian

John McCole, history

Randall E. McGowen, history

Karen McPherson, Romance languages

Fabienne Moore, Romance languages

Dorothee Ostmeier, German and Scandinavian

Paul W. Peppis, English

Amanda W. Powell, Romance languages

F. Regina Psaki, Romance languages

Forest Pyle, English

Judith Raiskin, women's and gender studies

Daniel Rosenberg, honors college

George Rowe, English

Tze-Lan Sang, East Asian languages and literatures

Gordon M. Sayre, English

John Schmor, theater arts

Steven Shankman, English

Carol T. Silverman, anthropology

Michael Stern, German and Scandinavian

Analisa Taylor, Romance languages

Ted Toadvine, philosophy

Alejandro Vallega, philosophy

David J. Vazquez, English

Elizabeth A. Wheeler, English

Daniel N. Wojcik, English

Rocio Zambrana, philosophy

About the Department

The University of Oregon offers major programs in comparative literature leading to the bachelor of arts (BA), master of arts (MA), and doctor of philosophy (PhD) degrees. In addition, a minor program has been recently established.

Inherently interdisciplinary, comparative literature begins with the insistence that any artifact of culture-be it a canvas, a poem, a film, or a novel-requires active attention and engagement. At the same time, where the national literatures designate their subjects by language or nation, comparative literature allows a pluralistic approach that bridges linguistic and cultural boundaries. Closely allied with literary and critical theory as well as with contemporary trends in globalization studies and cultural studies, comparative literature nonetheless can be defined neither in terms of a specific methodology nor a specific canon of texts. What defines comparative literature is its open-ended spirit of inquiry. Students of comparative literature create their subject matter by determining the meaning and method of their comparative approach.

Oregon's graduate program, established in 1962, has an international reputation. It is the home of the principal journal in the field, *Comparative Literature*, and is closely involved with the leading national organization, the American Comparative Literature Association.

The department maintains an active schedule of lecture series, seminars, and workshops. Recent visitors include Ken Aptekar, Nancy Armstrong, Charles Bernstein, Christopher Braider, Judith Butler, Eduardo Cadava, Beatrice Hanssen, David Harvey, Michael Henry Heim, Heather James, Mary Layoun, Karma Lochrie, Scott McCloud, Franco Moretti, Andrew Parker, Thomas Pfau, Mary Louise Pratt, Andrew Ross, Henry Sayre, Ella Shohat, Art Spiegelman, Peter Stallybrass, John Whittier Treat, Haiping Yan, Gang Yue, and Zhang Xudong. Library holdings, which are strong in all areas of research in literature, include an outstanding collection of journals, many of which come to the library in exchange for *Comparative Literature*.

Undergraduate Studies

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for possible careers in the media, law, government, business, or teaching. Students with a good background in one or more languages other than English find that the program gives them the opportunity to study literature and related cultural productions, including canonical and emerging writings, in a variety of historical and theoretical perspectives.
The program combines maximum flexibility with a rigorous grounding in the basics of literary theory and cultural studies. Based on their interests, majors choose one of two emphases: language and culture or disciplines in dialogue. In the first, students develop proficiency in two national-linguistic traditions. In the second, students explore links between a single national-linguistic tradition and a nonliterary field. Both emphases are ideally suited to students considering either a double-major or a major and a minor: they can combine their multiple interests into a single program of study.

A carefully designed core curriculum takes students through the basics of comparative literature as a discipline. Course work culminates with Capstone Seminar (COLT 415), during which students work closely with faculty members and advanced graduate students to explore individualized research interests. Many comparative literature students use this seminar to develop a BA honors thesis project (see Honors in Comparative Literature below).

Emphases within the Major

Because there are many different ways of thinking about literature from a comparative perspective, two emphases within the major are offered. One emphasis, language and culture, features comparative study across different national-linguistic traditions. This emphasis is recommended for students who want to study abroad, attend graduate school in comparative literature study, or want to gain an in-depth understanding of one or more foreign cultures. A second emphasis, disciplines in dialogue, allows students to combine literary study with work in a nonliterary tradition. This emphasis offers an alternative for students considering a double major in literature and a nonliterary field. It is also well-suited to students who want to combine literary study with creative writing, performance, or the visual arts.

Language and Culture Emphasis

Students in this emphasis designate two national-linguistic traditions (e.g., Spanish and German; English and Japanese; French and Russian). In addition, the language chosen to fulfill the foreign language requirement should coincide with one of these national-linguistic traditions.

Disciplines in Dialogue Emphasis

Students in this emphasis designate one national-linguistic tradition and one other disciplinary focus (e.g., creative writing, philosophy, cinema studies, psychology, art history). Courses taken in this disciplinary focus may be spread out across several subject codes, with the approval of the director of undergraduate studies. Students are strongly advised to complete their foreign language requirement in a language relevant either to their national-linguistic tradition or to their disciplinary focus.

Foreign Language Requirement

The comparative study of culture begins with immersion in foreign languages. All comparative literature majors must complete at least one year of upper-division training in a language other than English. For students working in French, German, Italian, or Spanish, a third year entails the study of literature. Appropriate courses include, for example, French Survey (FR 317-319) or Introduction to German Culture and Society (GER 340, 341) as well as any 400-level literature course taught in the language in question. For students working in Chinese, Greek, Hebrew, Latin, Japanese, Russian, or Swedish, the third year will typically entail further training in grammar and oral production. Appropriate courses include, for example, Third-Year Chinese (CHN 301-303),

the Judaic studies sequence taught in Hebrew (HBRW 311-313), or Third-Year Russian (RUSS 316-318). With the approval of the director of undergraduate studies, courses taken abroad may be used to fulfill this requirement.

Major Requirements

In addition to completing the foreign language requirement, majors must take eight required courses in comparative literature, four upper-division courses in their primary national-linguistic tradition, and three upper-division courses in their secondary focus field (either a second national-linguistic tradition or a nonliterary discipline).

All coursework required for the comparative literature major and minor must be passed with grades of mid-C or better.

Required Courses	**32 credits**
Two lower-division COLT electives	8
One 300-level COLT elective	4
Approaches to Comparative Literature (COLT 301)	4
One from Theories of Poetry (COLT 302), Theories of the Novel (COLT 303), or Theories of Drama (COLT 304)	4
Cultural Studies (COLT 305)	4
One 400-level COLT elective	4
Capstone Seminar (COLT 415)	4
Courses in Focus Fields	**28 credits**
Four upper-division courses in primary national-linguistic tradition	16
Three upper-division courses in a secondary national-linguistic tradition (language and culture) or a nonliterary discipline (disciplines in dialogue)	12

Honors in Comparative Literature

Comparative literature students may petition to enter the honors track during spring of their junior year. Admission to the honors track is based on the recommendation of a comparative literature faculty member or a participating faculty member. Completion of the honors track requires the successful completion of a bachelor of arts honors thesis and an additional 400-level elective. During the Capstone Seminar (COLT 415), typically taken during fall of senior year, honors students develop and present a thesis prospectus. The thesis must be comparative in nature, and should entail work in both of the student's focus fields. If the prospectus is approved by both the seminar leader and the student's thesis advisor, then the student enrolls in Thesis (COLT 403) during winter of senior year. The thesis is completed under the supervision of the thesis advisor, and must be submitted to both the advisor and a second reader by the fifth week of spring term. The thesis must then be approved by the advisor and second faculty member after a formal presentation. Both thesis advisor and second reader should be chosen from the comparative literature faculty or participating faculty.

Minor Requirements

The comparative literature minor offers an opportunity for students to pursue an interest in world literature and film without advanced language study. Seven courses are required: Approaches to Comparative Literature (COLT 301); four additional courses with the COLT subject code, of which no more than two may be lower division; and two upper-division literature or film courses, both in the same subject area. These two additional courses may be taught within the Department of Comparative Literature or in other departments, and may be taken abroad or away from the University of Oregon.

Graduate Studies

Students are admitted to the graduate program with the expectation that they will work toward the PhD degree. At present the Department of Comparative Literature does not offer a terminal master's degree. Instead, students become eligible for the MA on passing their PhD qualifying exams.

The graduate program is founded on the conviction that literary traditions are best understood when contextualized across national and cultural boundaries. Such contextualization requires a sound appreciation of both philology and bibliography; linguistic training thus remains the sine qua non of comparative literature. In order to thrive professionally, every scholar in the discipline must be closely trained in a primary national literature. At the same time, a commitment to comparative study requires a firm grasp of the emergent field of translation studies as well as preparation in the pedagogy of literature in translation. In addition, comparative literature demands of its scholars an acute and self-conscious focus on methodology. How and why we compare is often no less important than what we are comparing.

Admission

A complete application for admission includes the university's application form, a transcript of college- and graduate-level work, three letters of recommendation, a statement of purpose, a ten- to twenty-page sample in English of critical writing about literature, and, if appropriate, the application for a graduate teaching fellowship (GTF). Graduate Record Examinations are not required but are highly recommended. The application deadline is January 15 for entrance the following fall term. Application information and forms can be obtained at the program website.

Candidates for admission typically have an undergraduate major in one literature and competence in two of the following languages: Chinese, Danish, French, German, Greek, Italian, Japanese, Latin, Norwegian, Russian, Spanish, Swedish. Under special circumstances, arrangements may be made with the program director to study other literatures.

Overview of Requirements

Within their first three years of graduate study, students must complete their language requirement, complete at least five courses in the primary field, at least four courses in the secondary field, and at least three courses in the methodology field. In addition, students select at least three elective courses in consultation with their faculty advisors. These courses may be tangential to their main research interests or distributed according to those interests. It may be advantageous for students to organize their elective courses into a fourth research field. Additional required course work includes Translation Pedagogy (COLT 613) and Graduate Studies in Comparative Literature (COLT 614, 615). Courses applied to the degree must be passed with a grade of B+ or better, and in order to remain in good standing in the program, students must maintain a grade point average of at least 3.50 in all graduate-level courses.

After completing all course work and language requirements, students are eligible to take their written and oral PhD qualifying examinations. After successful completion of the exams, students submit a prospectus and meet with their committees for the prospectus conversation. A satisfactory prospectus conversation is required for advancement to candidacy. The approximate time from completion of course work to advancement is one year. Typically, the dissertation is completed within two years of advancing to candidacy.

Primary Field. The majority of comparative literature graduates are hired to teach in national literature departments and not in interdisciplinary programs. For this reason it is crucial that students develop a primary research field that is based either in a single national literature (e.g., Japanese literature) or in a single linguistic-cultural tradition that crosses national boundaries (e.g., Latin American literature). Depending on the relative breadth of a student's prior training, the primary field may be further delimited according to a period (e.g., postwar Japan) or a genre (e.g., German drama) or even an artistic movement (e.g., French postmodernism).

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

Secondary Field. This field complements the research within the primary field, either by providing counterpoint or a needed context. There are three ways to define one's secondary field. Most commonly, it represents a second national literature (e.g., Spanish literature) or linguistic-cultural tradition that crosses national boundaries (e.g., Latin American literature). In addition, where two or more national-linguistic traditions share a common literary history-for example, within a given region or artistic movement-the secondary field may be defined in comparative terms (e.g., the Continental Renaissance, Caribbean literature, or East Asian film). Finally, the secondary field can eschew literary categories altogether in order to represent an alternative disciplinary focus (e.g., religious studies).

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

Methodology Field. Graduate work in any academic subject requires a sound grasp of methodology; one joins a community of scholars and becomes capable of substantive, independent research only insofar as one masters

the research methods relevant to one's discipline. In contrast, comparative literature students work across disciplines; they encounter multiple and often competing research methods, starting assumptions, and terminologies, and must determine the relevance of any, all, or none of these for the work at hand. Thus, the interdisciplinary nature of comparative literature requires a vigilance and self-consciousness regarding matters of method. For this reason, at least three graduate-level courses must be taken in the methodology field.
The methodology field is distinct in nature from the other two research fields. The primary and secondary fields each designate a specific disciplinary focus, defining research content; the methodology field cuts across disciplinary boundaries and defines a research approach, one suitable for literary analysis and recognizable to a broad community of literary scholars (e.g., psychoanalysis, cultural studies, feminism, or translation theory). Students are expected to acquire a comprehensive understanding of their methodology, encountering not only contemporary texts and theorists but also the history of the field, including the central controversies, crucial debates and cultural contexts that have shaped its development.

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

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

Timetable from Entrance to Examinations

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

Advisors. For their first two terms of study (fall and winter), students are advised by the director of graduate studies. By the beginning of the third term, each student formally identifies an interim advisor-a faculty member who agrees to mentor the student through the completion of the second-year review.

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

Language Requirement. Work in at least three languages is expected at all phases of the program, from course work to the dissertation. The language requirement addresses this expectation by ensuring both linguistic proficiency and a minimum level of graduate course work in all three languages. As early as possible in the first year, students must demonstrate proficiency in at least one of the languages of which they are not native speakers. At the discretion of the director of graduate studies, proficiency may be demonstrated in one of the following ways: (1) by holding a graduate teaching fellowship in the language; (2) through examination (see below); (3) by receiving a grade of at least A- in a graduate-level course in the language; (4) by holding a recent (within five years) master's degree in the language. Proficiency in a second nonnative language should be demonstrated by the end of the second year.

In addition to demonstrating proficiency in nonnative languages, students are required to complete graduate-level work in all three of their languages. The following guidelines apply for this requirement: (1) At least two graduate courses must be taken to meet this requirement for all three languages. In other words, one graduate course may satisfy this requirement for as many as two languages. (2) Courses satisfying this requirement preferably will be taught by a specialist in the target language and conducted in that language. Graduate courses taught in national literature departments automatically satisfy this requirement for the national language. (3) Courses taught outside of national literature departments may satisfy the requirement if all relevant texts are read in the target language. To qualify, the course syllabus must be submitted to and approved by the director of graduate studies. At the discretion of the director, students may be required to submit additional documentation (e.g., a term paper) of their work in the target language. Students are advised to check all syllabuses with the director of graduate studies before enrolling in a course presumed to satisfy this language course work requirement. For students who choose to satisfy their language requirement through written examination, translation exams may be organized through the program office.

Students wishing to take a language exam during a given academic term should inform the graduate secretary during the first two weeks of that term. Arrangements for the exam will be made by the program office. Typically, the examination entails translating passages of primary or secondary literature of approximately 500 words into grammatically competent English. The exams last two hours and must be taken in a proctored environment. A bilingual dictionary may be used. Examining faculty members may decide to meet with students prior to the exam to ascertain research interests. It is appropriate for the choice of passage to reflect those

interests-a student working on 20th-century narrative might be given a passage from a contemporary novel. However, it is crucial that the chosen text be unfamiliar to the student; this is not an exam for which students should prepare by reviewing certain texts or authors. At the discretion of the director of graduate studies, proficiency in certain languages-Arabic, Cantonese, Mandarin, Korean, and Japanese, as well as some nonextant languages-may be tested by means other than a translation exam. The language requirement (both linguistic proficiency and graduate course work) must be satisfied by the end of the third year.
First-Year Statement. By week four of spring term, first-year students in consultation with their interim advisors submit a two- to three-page statement of purpose to the director of graduate studies. It should identify and justify the primary, secondary, and methodology fields the student intends to pursue-the general fields of study that form the backbone of a scholar's research profile. It should also clarify the relationship between the students' research languages and research fields, and indicate what linguistic study is necessary to complete the proposed course of study.

First-Year Conversation. In weeks six and seven of spring term, the first-year student, his or her interim advisor, the director of graduate studies, and one other comparative literature faculty member meet for a conversation about the first-year statement. They evaluate the student's progress to date including course work and language examinations, discuss the intended fields, and offer guidance for the remaining two years leading to the qualifying examination. With their approval of the statement and the student's general plan as well as the completion of all first-year course work with a GPA of 3.50, the student may proceed to the second year. A brief memo summarizing the conversation, written by the student and submitted electronically by Wednesday of week eight to the graduate secretary, is circulated to all participants for further feedback before being placed in the student's permanent file.

Second-Year Review. By Monday of week two in spring term of the second year, students will have chosen their advisors of record. In consultation with that advisor, the student must write a careful self-review of his or her progress to date. The review should revisit both the first-year statement and the report of the first-year conversation. In particular, any recommendations made by the first-year conversation committee should be assessed: how were these recommendations pursued, and with what result? The designation of the three research fields should also be addressed, along with any shifts in focus that have proved necessary or desirable. The review should explain what course work remains to be completed, and, where appropriate, should outline a plan for the completion of that work. Any problems in performance or concerns about timely progress should also be addressed. The second-year review must be signed by the advisor of record and submitted by the beginning of week eight of spring term to the graduate secretary. Faculty members of the Department of Comparative Literature review these reports, and small revisions and clarifications may be required before they approve the document and place it in the student's permanent file.

From Examination to Dissertation

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

Committee. By the beginning of spring term of the third year, each student selects an exam committee consisting of the advisor of record and two additional participating faculty members. Of these three, one represents the student's primary field of research (commonly the advisor of record), another represents the secondary field, and a third member is designated the committee chair. The third member also serves as chief mentor for a student's methodology field, advising him or her on the reading list inclusions from that field. All members must sign an agreement form to participate in the exam committee, and all must approve the exam statement and reading list. By Monday of week two in spring term of the third year, students must submit a graduate activity form designating their examination committee. Students who have chosen an additional fourth field of research may choose to be tested in that field as well. The logistics of this option should be pursued with the director of graduate studies as soon as possible.

Exam Statement and Reading List. In consultation with the exam committee members, each student determines his or her examination fields. These fields correspond to the primary, secondary, and methodology research fields, but are usually narrower and more specialized in scope. Students then devise a reading list covering each field. Each list should include approximately fifteen to twenty primary items (an item is an author and a work or works that represent the author's perspective as a whole). Each field list should also include a separate sublist of pertinent critical-secondary works. Your exam committee members can provide you guidance in defining these essential critical-secondary works.

After compiling the list, the students should also compose a six- to eight-page statement that defines the

student's core interests, defends the examination fields, clarifies the scope of the reading list, and offers some indication of the future dissertation project and career aspirations for which this reading list provides the necessary comprehensive background and preparation. After being approved by all the examiners, the exam statement and reading list must be submitted to the graduate secretary by the end of week nine in spring term of the third year. At this point, students must also have completed all course work and language requirements for the program; if not, the examination process will be delayed. Prior to final approval, the exam statement and reading list is reviewed by comparative literature faculty members, who may make additional small recommendations and queries. Occasionally, these recommendations may be substantive enough to require additions to or deletions from the list and a resubmission process. Changes to the statement and list may be made no later than four weeks prior to the first written exam and must be approved by both the director of graduate studies and the examination committee members.

Written Examination. In this phase, students compose three essays over three twenty-four-hour periods spread out over three weeks (weeks five, six, and seven of fall term in the fourth year). The first essay covers the primary field, with questions submitted by the examiner representing that field; the second covers the secondary field in the same manner; the third essay is comparative, addressing texts from both primary and secondary fields, with questions submitted by all three examiners. For the primary and secondary field exams, students choose between two questions; for the comparative exam, they choose one of three questions. No exam will cover the methodology field. Instead, questions from the examiners will explore the full gamut of the student's reading list-questions designed to ascertain the student's mastery of his or her chosen methodology as applied to the primary and secondary fields.

The examiners read the essays; all of them grade and comment on the comparative essay. The two field exams are graded separately by the responsible examiners, except in the case of a failing grade. In this circumstance, the student's essay is graded by the other two examiners as well. If two out of three examiners fail the essay, the student is entitled to retake the exam in that area in the following term. The exam may be retaken no more than once. If more than one of the student's essays fails, or if the student fails a retake exam, he or she does not proceed, but may be eligible for a terminal master's degree. Grades for these exams are high pass, pass, or no pass. Students learn their exam results two weeks after completion of their final essay in week nine of fall term.

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

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

For students who have failed one or more parts of the written exam, no oral examination will be held; instead, the time designated for the oral will be dedicated to a meeting between the student, the exam committee, and the director of graduate studies. Participants review the exam performance, discuss a possible retake exam, and/or review the advisability of a terminal master's degree.

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

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

A prospectus is not a first dissertation chapter; it is a snapshot of the dissertation project as envisioned by one who has yet to complete the bulk of his or her research. The prospectus is typically ten to fifteen pages in length. It should include a clear, concise examination of the problem to be studied, along with a compelling sense of the larger issues at stake in the project, both for the immediate topic and for the field at large. The prospectus also should provide a clear vision of the project's trajectory: a narrative account of the dissertation's structure, an outline of chapters, and a justification for the particular authors and texts to be examined. A substantial research bibliography should be appended.

Prospectus Conversation. The prospectus conversation is scheduled between weeks seven and nine of spring

term in the fourth year. This conversation includes the members of the dissertation committee, is facilitated by the committee chair, and helps to develop the student's plans for the dissertation. Areas of strength and weakness in the project are discussed, and specific recommendations about structure, bibliography, and method are presented. After successful completion of this conversation, the student advances to candidacy.
Dissertation. Typically, the dissertation is completed within two years of advancement to candidacy, and is defended in a final oral presentation. Dissertations in a discipline such as comparative literature can hardly be said to follow exact specifications, but as a general principle any such project should involve at least two authors, works, and national literatures, and an explicit methodological orientation.

Comparative Literature Courses (COLT)

101, 102, 103 Introduction to Comparative Literature (4,4,4) Introduction to the comparative study of literature. **101:** world literature, emphasis on literary genre, historical period. **102:** world literature in its social and political contexts. **103:** visual culture from around the world. Calhoon, Middlebrook.
198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R)

211 Comparative World Literature (4) Explores literature from a global standpoint. Examines movement of literary forms (e.g., genres, motifs, rhetorical modes) from one culture, region, historical epoch to the next.

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

231 Literature and Society (4) Introduction to the interdisciplinary study of literature in relation to society and politics. Draws on perspectives from political science, law, sociology, and related fields.

232 Literature and Film (4) Introduction to the interdisciplinary study of literature and film. Draws on perspectives from cinema studies, media aesthetics, and related fields.

233 Literature and Science (4) Introduction to the interdisciplinary study of literature in relation to science and technology. Draws on perspectives from the philosophy of science, history of science, and the sociology of knowledge.

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. Emmerich.

302 Theories of Poetry (4) Introduction to the study of poetry and poetic form from a world perspective. Offered alternate years; not offered 2013-14.

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

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

305 Cultural Studies (4) Introduction to the interdisciplinary study of cultural discourses and practices. Allan.

350 Comparative Literature: [Topic] (4) Recent topics include Art of Translation, Madness and Creativity.

360 Gender and Identity in Literature (4) Introduction to the study of gender in literature, from Asia to Europe to the Americas, and from the classics to the late 20th century.

370 Comparative Comics (4) Examines genre of narrative from a comparative and global standpoint, reviewing the impact of comics and other visual media on questions of national, regional, and ethnic identity.

380 Comparative Media: [Topic] (4R) Critical analysis of a range of media from a transnational or intercultural perspective. A hybrid course blending face-to-face and online learning. Recent topics include Tokyo Cyberpunk, Asian Horror, Listening to Cinema. **R** thrice when topic changes for a maximum of 16 credits.
399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

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

415 Capstone Seminar (4) Senior seminar for all comparative literature students includes development and presentation of an original research project. Allan.

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

440/540 Studies in Genre: [Topic] (4R) Analysis of specific literary genres, modes, or both (e.g., lyric poetry, comedy, allegory). **R** when topic changes. Offered every two to three years; not offered 2013-14.

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

460/560 Major Theorists: [Topic] (4R) Concentrates on the work of a single literary or cultural theorist (e.g., Walter Benjamin, Jacques Derrida, Gayatri Spivak).**R** when topic changes. Offered every two to three years. Brown.

461/561 Studies in Contemporary Theory: [Topic] (4R) Identifies issues in literary or cultural theory for close examination. **R** twice when topic changes for maximum of 12 credits. Not offered 2013-14.

462/562 Cultural Intersections: [Topic] (4R) Examines designated issues between literatures and societies remote from one another, e.g., "minor" and "major" cultures, Asia and the West. **R** twice when topic changes for maximum of 12 credits.

470/570 Studies in Identity: [Topic] (4R) Advanced study of gender, ethnicity, and other identity formations in literature. **R** when topic changes. Offered every two to three years. Librett.

490/590 Literature and Philosophy: [Topic] (4R) Establishes a dialogue between philosophy and literature-as disciplines, as historical constructions, as value systems. **R** twice when topic changes for maximum of 12 credits. Not offered 2013-14.

503 Thesis (1-16R)

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

603 Dissertation (1-16R)

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

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

608 Colloquium: [Topic] (1-16R)
610 Experimental Course: [Topic] (1-5R)

613 Translation Pedagogy (4) Pedagogy and theoretical training for teaching world literature and literature in translation. Emmerich.

614, 615 Graduate Studies in Comparative Literature (5,5) 614: overview of the state of the discipline. Treats historical and theoretical developments in literary studies including philology and cultural studies; reconsiders the place of comparative literature in a global, pluralistic curriculum. Presto. **615:** survey of contemporary literary theory. Allan, Middlebrook.

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Computer and Information Science

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1985, PhD, 1989, California, Irvine. (1997)

Emeriti

Sarah A. Douglas, professor emerita. AB, 1966, California, Berkeley; MS, 1979, PhD, 1983, Stanford. (1983)

Arthur M. Farley, professor emeritus. BS, 1968, Rensselaer Polytechnic Institute; PhD, 1974, Carnegie-Mellon. (1974)

Virginia M. Lo, associate professor emerita. BA, 1969, Michigan; MS, 1977, Pennsylvania State; PhD, 1983, Illinois, Urbana-Champaign. (1984)

Eugene M. Luks, professor emeritus. BS, 1960, City University of New York, City College; PhD, 1966, Massachusetts Institute of Technology. (1983)

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

Participating

David W. Etherington, On Time Systems

Matthew L. Ginsberg, On Time Systems

Amy K. Lobben, geography

Jeffrey Stolet, music

Joseph W. Thornton, biology

Don M. Tucker, psychology

General Information

Computer science, the study of computation, offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every aspect of modern life. Computer science is a rich intellectual field where practitioners apply a computational approach to address a wide variety of interesting and challenging problems. Computer scientists are engaged in research in core areas of theoretical computer science, computer systems design, algorithms, and programming languages, as well as more application-oriented areas such as databases, networking, and informatics.

The Department of Computer and Information Science (CIS) is committed to a strong research program and a rewarding educational experience for undergraduate and graduate students.

The department offers instruction and opportunities for research in the following areas:

- theoretical computer science (computational complexity, models of computation, algorithm design)
- computational science
- operating systems, parallel processing, distributed systems, performance evaluation
- human-computer interaction, visualization
- computer security
- software engineering
- networking
- databases and data mining
- programming languages and compilers
- artificial intelligence

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

Facilities

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

Undergraduate majors may use campus computing labs staffed by CIS undergraduate tutors and lab assistants. Undergraduate majors taking upper-division courses and graduate students share a collaborative computing lab for the exclusive use of CIS students. Graduate and undergraduate students engaged in active research also have

access to the computing facilities of the associated research lab.
The cognitive modeling and eye-tracking laboratory features multiple Eyegaze eye trackers and a Tobii T60 eye tracker, used to collect and analyze the eye movements people make during human-computer interactions, and to develop eye-controlled user interfaces for people with disabilities. The lab also features a VRSonic SoundSim Cube spatialized audio server used to explore three-dimensional sound perception.

Research in high-performance computing and computational science is supported by resources shared among the department, the Computational Science Institute, and the Neuroinformatics Center. In addition, the University of Oregon, through a Major Research Instrumentation Program grant from the National Science Foundation, has created a large-scale computational and storage resource to support multidisciplinary scientific research. The Applied Computational Instrument for Scientific Synthesis (ACISS) is a heterogenous platform managed as a cloud system for computational science, informatics, and data science.

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

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

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

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

The systems infrastructure and information security laboratory contains workstations and devices for embedded systems design and analysis, hardware for mobile computing and smartphone security research, and high-performance servers and storage arrays for simulation and bare-metal performance analysis of network, systems, and cloud research.

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

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

Careers

The undergraduate program is designed to prepare students for professional careers or graduate study. The field of computer science, which has become increasingly interdisciplinary over the past decade, offers a rich array of opportunities in fields as disparate as medicine, manufacturing, and the media as well as the computer industry.

Graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and work effectively in problem-solving teams. The master of arts (MA) and master of science (MS) degree programs prepare students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The PhD degree program trains students as scientists for advanced research in specialized areas of computer science and for teaching in universities.

Undergraduate Studies

The Department of Computer and Information Science offers a major and a minor in computer and information science, a major in mathematics and computer science, and a minor in computer information technology.
The computer and information science major is intended for students who want to study computers and computation with strong mathematical and scientific foundations. The mathematics and computer science major emphasizes formal and abstract problem solving complemented by computational methods and computer technologies. This program, administered jointly with the Department of Mathematics, is described in the **Mathematics and Computer Science** section of this catalog. Both of these majors lead to the bachelor of arts (BA) or bachelor of science (BS) degrees.

Students majoring in computer and information science may choose to focus their studies in one of several areas of specialization, or tracks, which build on the standard CIS core requirements. In addition, each track specifies a set of coordinated choices for fulfilling upper-division computer science and other elective requirements. Students interested in specializing in a track should contact their advisor as early as possible. Current computer

science tracks include foundations, software development, computer networks, database and informatics, computational arts: multimedia, business information systems, computational science, and security.
Preparation. High school students who plan to major in computer and information science should pursue a strong academic program, including substantial work in mathematics and the sciences. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Substantial experience in expository and technical writing is highly desirable. Courses in computer programming or computer technology are useful but not required. Upon arrival at the university, freshmen should consult with a CIS advisor to find the entry-level course best suited to the student's background.

Transfer and Second Baccalaureate Students

Transfer and second baccalaureate students should consult the online Interactive Transfer Catalog as well as a CIS advisor to determine whether computer science, mathematics, and science courses they have taken fulfill the major requirements. Completing only general-university requirements prior to transferring to the University of Oregon may not be sufficient preparation to complete a CIS degree in two years.

Students attending community college in Oregon are encouraged to obtain the Associate of Arts Oregon Transfer degree before entering the University of Oregon. While earning this degree, community college transfer students should take discrete mathematics and computer science. In addition, calculus and laboratory science are recommended.

Major Requirements

Computer and information science majors must complete at least 60 credits of CIS courses, of which 24 must be earned in residence at the University of Oregon. In addition, majors must complete at least 28 credits in mathematics, 12 credits in the sciences, 4 credits of technical or business writing, and at least 8 additional credits (depending on the student's chosen track). The specific requirements for the CIS major fall in six categories: core courses, track courses, electives, mathematics, writing, and science.

Core Courses

Lower-Division Core

Computer and information science majors must take the following courses for a letter grade: Computer Science I,II,III (CIS 210, 211, 212) and Elements of Discrete Mathematics I,II (MATH 231, 232).

Upper-Division Core

Computer and information science majors must take the following courses for a letter grade: Intermediate Data Structures (CIS 313), Computer Organization (CIS 314), Intermediate Algorithms (CIS 315), C/C++ and Unix (CIS 330), Operating Systems (CIS 415), Software Methodology (CIS 422), and Principles of Programming Languages (CIS 425). CIS courses must be passed with a grade of C- or better.

Mathematics

Students must take 8 graded credits from among these three sequences (students taking the computational arts: multimedia track should consult the track description for the mathematics core requirement): Calculus I,II (MATH 251, 252) ***or*** Calculus with Theory I,II (MATH 261, 262) ***or*** Calculus for the Biological Sciences I,II (MATH 246, 247). Students also choose 8 credits from the following: Elements of Discrete Mathematics III (MATH 233), Calculus III (MATH 253) or Calculus with Theory III (MATH 263), Elementary Linear Algebra (MATH 341), and Statistical Methods I (MATH 425). Mathematics core courses must be passed with a grade of C- or better.

Science

Majors must take at least 12 credits in one of the following options:

1. **Biology.** Introduction to Chemical Principles (CH 111); The Chemistry of Sustainability (CH 113); General Chemistry (CH 221) ***or*** Honors General Chemistry (CH 224H); General Biology I (BI 211) and either General Biology II (BI 212) ***or*** General Biology III (BI 213)

2. **Chemistry.** General Chemistry (CH 221, 222, 223) ***or*** Honors General Chemistry (CH 224H, 225H, 226H). Students are encouraged to complete the accompanying lab courses
3. **Geography.** The Natural Environment (GEOG 141); two from Climatology (GEOG 321), Geomorphology (GEOG 322), or Biogeography (GEOG 323)
4. **Geological Sciences.** Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203)
5. **Physics.** General Physics (PHYS 201, 202, 203) ***or*** Foundations of Physics I (PHYS 251, 252, 253). Students are encouraged to complete the accompanying lab courses. Physics is required for networks track students
6. **Psychology.** Mind and Brain (PSY 201); Mind and Society (PSY 202); one from Biopsychology (PSY 304), Thinking (PSY 330), or Music and the Brain (PSY 348)

To support interdisciplinary study, students on any track are encouraged to complete a minor in another field (typically 24-32 credits). Students who complete a minor (other than in CIS or mathematics) may, with advisor approval, replace the CIS lab science requirement with 12 credits of courses required for the minor.

Writing

In addition to the university's writing requirement, CIS majors must take either Scientific and Technical Writing (WR 320) or Business Communications (WR 321).

Upper-Division Electives

In addition to the core CIS, mathematics, science, and writing courses, computer and information science majors must complete 20 credits of upper-division computer science and 4 credits of upper-division mathematics or theoretical computer science. Students complete at least 12 of their upper-division credits with courses from their selected track; the 8 remaining upper-division credits may be additional track courses, an honors thesis, a capstone project, or upper-division electives. The mathematics electives are selected from mathematics courses with a prerequisite of MATH 252 or higher, or from theoretical computer science courses. A list of courses is available in the computer science office or the department website.

Tracks

Tracks highlight areas of specialization within the department and guide student elective choices. Each track has an approved list of CIS courses, available from the computer science office or the department website. Tracks may also include recommended science and math courses; some include a minor in another field.

Foundations Track

The foundations track is the most general track, allowing a student to choose a set of electives tailored to his or her interests and intended choice of career.

Software Development Track

The software development track prepares students for careers in software engineering, software project management, software quality assurance, and other areas involving the creation of software. Course work focuses on solving problems related to the cost of development as well as the quality of the software delivered in complex software projects.

Computer Networks Track

The computer networks track prepares students for careers as network systems administrators, network protocol developer-programmers, or network security specialists in a wide range of environments, including educational institutions, business enterprises, and government agencies, as well as for advanced graduate studies and research in the field of computer networks. Course work encompasses most aspects of network theory and practice.

Database and Informatics Track

The database and informatics track prepares students for careers in database application programming, database design, doctoral work in business administration, and graduate work in informatics and database theory. Course work includes data structures, data architecture, and data mining.

Computational Arts: Multimedia Track

The computational arts: multimedia track, designed for computer and information science majors who plan to

work in the field of multimedia arts, prepares the student for artistic and technical aspects of this area.

Business Information Systems Track

Graduates in the business information systems track are qualified to work as analysts, managers, developers, or consultants, and to enter leadership-development programs. Completion of this track, combined with professional work experience and economics courses, prepares students to enter the Lundquist College of Business MBA program at the University of Oregon, and MBA programs at other universities.

Computational Science Track

The computational science track prepares students to apply computational and mathematical techniques to the analysis and management of biological data. Course work in this track combines depth in applied and formal aspects of computer science with rigorous training in biology.

Security Track

The security track provides a foundation in topics and concepts relating to the security of computer systems and networks. It prepares students to work as security analysts and provides a highly desirable skill set for all employers, ranging from software engineers to administrators, in both the private and government sectors. It also provides a foundation for further graduate study and research in security. Course work encompasses a strong understanding of computer systems and networks and their security, and can be tailored to a more theoretical or more applied focus.

Programming Experience

Students who take Computer Science I (CIS 210) are expected to have prior programming experience from a high school course, through employment, or in a course such as Introduction to Programming and Problem Solving (CIS 122). Students who are unsure about their level of preparation should meet with a CIS advisor.

Sequence of Courses. Students with sufficient programming experience and mathematical background (exemplified by courses numbered MATH 112 or higher) should take Elements of Discrete Mathematics I,II (MATH 231, 232) and Computer Science I,II,III (CIS 210, 211, 212) in the freshman year. Otherwise, students may take Elementary Functions (MATH 112) and an introductory programming course such as Explorations in Computing (CIS 105), Introduction to Programming and Problem Solving (CIS 122), or Introduction to Web Programming (CIS 111) in the first term or year, and begin the Elements of Discrete Mathematics and Computer Science sequences in the second term or year.

Major Progress Review and Major in Good Standing

Each major must meet with his or her advisor and file the Major Progress Review form after completing Intermediate Data Structures (CIS 313) and Computer Organization (CIS 314). Mathematics and CIS core courses used to satisfy major requirements must be taken for letter grades and passed with grades of C- or better. Other courses used to satisfy the major requirements may be taken for letter grades or pass/no pass. Grades of C- or better or P must be earned in these courses. At least 12 of the upper-division credits applied to the degree must be taken in residence at the university. A student who receives two grades below C- in the upper-division core may be removed from the major.

Prerequisites

Except as stated in the course description, prerequisites for CIS core courses must be completed with grades of C- or better. Students who can present evidence of equivalent academic experience may submit a petition to the Undergraduate Education Committee to waive a prerequisite.

Mathematics and Computer Science

The Department of Computer and Information Science and the Department of Mathematics jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the Mathematics and Computer Science section of this catalog. This major prepares students for a wide range of careers in the high tech industry, for advanced graduate study, and for careers as middle school and high school teachers.

Honors Program

Students with a GPA of 3.50 or higher in computer and information science and a cumulative GPA of 3.00 or higher are encouraged to apply to the department honors program after completing CIS 313, 314, 315, and 330. The application form is available in the department office. To graduate with departmental honors, a student must write a thesis under the supervision of a faculty member.

Internships

Practical work experience in the software industry is seen as a valuable complement to academic course work. The department works with students to place them in internship positions in the summer and throughout the academic year. Students may also use the services of the UO Career Center and other agencies to identify internship opportunities. Majors may receive academic credit for internships. To earn upper-division elective credit for an internship, the work experience must be at a technical level beyond CIS 313 or 323 and be sponsored by a CIS faculty member. A contract signed by the faculty sponsor, internship supervisor, and the student must be filed with the department before the internship begins.

Research

Faculty members in the computer and information science department receive grants from government, industry, and private sources to conduct research in their areas of expertise. Undergraduate majors are encouraged to take part in the various research groups in the department. Most students begin approaching faculty members for such opportunities while taking the 300-level courses. Research can be used to fulfill upper-division electives, as part of an honors thesis, or in some cases as a paid internship.

Awards and Honor Societies

The Erwin and Gertrude Juilfs Scholarship in Computer and Information Science, in honor of Erwin and Gertrude Juilfs, is awarded to one or more students who show exceptional promise for achievement as evidenced by grade point average, originality of research, or other creative activities.

The Geoffery Eric Wright Outstanding Junior Award, in honor of CIS student Geoffery Wright, is a scholarship for students displaying high-quality academic performance, commitment to learning, and a promise of further outstanding achievement in computer and information science and its applications.

The J. Donald Hubbard Scholarship in Computer and Information Science, in honor of J. Donald Hubbard, recognizes an undergraduate or graduate student who shows outstanding promise in the fields of computer-human interaction, computer graphics, or multimedia.

The Phillip Seeley Scholarship in Computer and Information Science has been established as a permanent endowment to provide a source of income supporting a scholarship for outstanding undergraduate CIS students. This scholarship is based on overall quality of academic work, commitment to learning, and potential for further academic achievemnt. Preference is given to resident Oregon students with financial need, as determined by the UO Office of Student Financial Aid and Scholarships.

Students with outstanding academic accomplishments may be invited to become members of Upsilon Pi Epsilon, the international honor society in computer science.

Minor Requirements

Computer and Information Science

The minor in computer and information science introduces the theories and techniques of computer science and develops programming skills that are applicable to the student's major. It is a strong complement to a major in any of the sciences and in related fields such as multimedia arts. Students from all majors have found their career opportunities enhanced through the CIS minor.

Before enrolling in upper-division courses, students planning a minor in computer and information science must file an application form with the department. Each student should consult with a CIS faculty advisor to plan the minor program.

The CIS minor requires completion of 32 credits-24 in computer science and 8 in mathematics. Courses applied to the CIS minor must be completed with grades of C- or better. CIS 409 may not be used to fulfill requirements for the minor.

Lower-Division Courses	**20 credits**
Computer Science I,II,III (CIS 210, 211, 212)	12
Elements of Discrete Mathematics I,II (MATH 231, 232)	8

Upper-Division Courses	**12 credits**
Intermediate Data Structures (CIS 313)	4
Upper-division electives	8

Computer Information Technology

The minor in computer information technology (CIT) prepares students to work with evolving technologies for work environments that require development and management of web applications, databases, computer networks, open-source platforms, and cloud computing. It provides practical experience in understanding the tools and technologies of the computing field. It goes well with majors in the professional schools such as business and journalism and is an excellent match with almost any major on campus.

Before enrolling in CIT upper-division courses, students planning a minor in computer information technology must file an application form with the department. Each student should consult with an assigned CIT faculty advisor to plan the minor program. The minor requires 24 credits.

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

Lower-Division Courses	**12 credits**
Option 1	
Fluency with Information Technology (CIS 110)	4
Introduction to Web Programming (CIS 111)	4
Advanced Business Systems (CIT 281)	4
Option 2	
Introduction to Web Programming (CIS 111)	4
Multimedia Web Programming (CIS 115)	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 (MA), master of science (MS), and doctor of philosophy (PhD).

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

- Principles of computer organization

- Software development and analysis
- Data structures and algorithms analysis and design

2. GRE scores on the general test. The computer science test is optional

3. A score of at least 100 on the Internet-based option of the Test of English as a Foreign Language (TOEFL iBT) or a score of 7.0 on the International English Language Testing System (IELTS) for applicants who have no justification for a waiver. Applicants may be required to study one or more terms at the university's American English Institute or elsewhere before taking any graduate work in the department. International applicants for teaching assistantships who score at least 26 on the speaking section of the TOEFL iBT will not have to take the Speaking Proficiency English Assessment Kit (SPEAK) test upon arrival at the university

4. Three letters of recommendation, a statement of goals, and unofficial transcripts (via on online application). Note that official transcripts are sent to the UO Office of Admissions

Application materials should be submitted by January 15 for admission the following fall term.

Admission to the master's degree program requires the substantive equivalent of an undergraduate degree in computer science. A second bachelor's degree program can be used to gain the required level of computer science background. Students without this background may be admitted conditionally and required to complete remedial course work before achieving unconditional standing in the program.

Basic Degree Requirements

The 54-credit master's degree program consists of core courses, cluster depth-and-breadth courses, and elective courses.

Core Courses (12 credits). Algorithms and Complexity (CIS 621), Structure of Programming Languages (CIS 624), Distributed Systems (CIS 630)

Cluster Courses (12 credits). Each student must take the required course (4 credits) and two depth courses (8 credits) from one cluster of related courses. A list of clusters is available in the department office.

Elective Courses (30 credits). Twelve of the 30 credits may be taken outside the department in an area closely related to the student's professional goals, subject to approval by the student's academic advisor; 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 Research (CIS 601) and Reading and Conference (CIS 605)
2. Up to 12 credits in Thesis (CIS 503) or Final Project (CIS 609)
3. Experimental Courses (CIS 510 or 610), which are new courses awaiting permanent status, with prior approval by the graduate education committee
4. Master's students who do not complete a thesis or final project can count a maximum of 8 credits in CIS courses numbered 601-608
5. Master's students who complete a thesis or final project may apply as many as 12 credits in Thesis (CIS 503) or Final Project (CIS 609), plus an additional 4 credits in CIS courses numbered 601-608

Complex Software Systems. Students must show competency in the design and implementation of software systems by taking one course that requires a substantial programming project. A list of courses that satisfy this requirement is available in the department office.

Grade Requirements. The 24 credits in the required courses and the cluster courses must be passed with grades of B- or better. As many as 12 of the 30 elective credits may be taken pass/no pass (P/N); graded elective courses must be passed with grades of C or better. A 3.00 GPA must be maintained for courses taken in the program.

Master's Thesis. The research option requires a written thesis and 9 to 12 credits in Thesis (CIS 503). Thesis research is supervised by a faculty advisor; this advisor 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 PhD research.

Master's Project. The project option requires a minimum of 8 credits, and as many as 12, in Final Project (CIS 609).

Under the supervision of a faculty member, the project may entail a group effort involving several master's degree students.

Accelerated Master's Degree Program
This program is open to students who earn a BS degree in computer and information science at the University of Oregon and who want to enter the master's degree program.

If a UO undergraduate takes one or two 400-level electives that also are offered as 500-level courses, the student can petition the department to have 4 or 8 credits deducted from the total number of elective credits required for the master's degree. The student must earn an A- or better in the 400-level course and have an overall GPA of 3.50 in upper-division CIS courses to participate in this accelerated master's program. Note that all admission procedures, as outlined in the Master's Degree Program section, are also applicable.

Doctoral Degree Program

The doctor of philosophy in computer and information science is, above all, a high-quality degree that is not conferred simply for the successful completion of a specified number of courses or years of study. It is a degree reserved for students who demonstrate a comprehensive understanding of computer science and an ability to do creative research. Each PhD student produces a significant piece of original research, presented in a written dissertation and defended in an oral examination.

The PhD program is structured to facilitate the process of learning how to do research. Students begin by taking required courses to build a foundation of knowledge that is essential for advanced research. Early in the program the student gains research experience by undertaking a directed research project under the close supervision of a faculty member and the scrutiny of a faculty committee. In the later stages of the program, students take fewer courses and spend most of their time exploring their dissertation area to learn how to identify and solve open problems. The final steps are to propose an independent research project, do the research, and write and defend a dissertation.

Admission. Application materials should be submitted by January 15 for the following fall term. Materials include everything required for admission to the master's program as well as a discussion of the anticipated research area.

Students who enter the UO with a master's degree may petition the Graduate Education Committee for credit toward the course requirements listed below, indicating how their prior graduate work corresponds to these courses. See the graduate coordinator for the petition.

Degree Requirements

1. **Course Requirements.** PhD 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 MS program. Doctoral students must earn a minimum grade of B- and an overall GPA of 3.50 in the six courses they use to satisfy the core and cluster requirements.

a. **Core Courses (12 credits).** Algorithms and Complexity (CIS 621), Theoretical Foundations (CIS 624), and Distributed Systems (CIS 630) must be taken by the end of the student's second year

b. **Cluster Courses (12 credits).** A required course and two depth courses from a list of approved clusters. This list is updated each year to reflect experimental and other courses offered that year

c. **Elective Courses (24 credits).** An additional 24 credits of graduate-level course work; 12 must be from 600-level courses. Courses numbered 510 that appear on the approved course list may be included in any 500-level credits. For graduate-level courses taken in other UO departments, a petition to the Graduate Education Committee is required

d. **Minimum Annual Enrollment.** PhD students are expected to enroll in at least 6 credits of 600-level course work each year until their advancement to candidacy. Research (CIS 601), Dissertation (CIS 603), and Reading and Conference (CIS 605) do not satisfy this requirement. After candidacy, PhD students are encouraged to continue participation in 600-level courses

2. **Directed Research Project.** Complete a directed research project, which is supervised by a faculty member and evaluated by a faculty committee. The research project comprises the following:

a. The definition and expected results of the project in the form of a Directed Research Project Contract

b. Delivery of the materials constituting the results of the project and oral presentation of the results

c. A private oral examination by the committee members

3. **Status Change.** PhD candidates are admitted conditionally. Successful completion of the directed research project leads to a change in the student's doctoral status from conditional to unconditional
4. **Dissertation Advisory Committee.** After successfully completing the directed research project, PhD students form a Dissertation Advisory Committee chaired by their research advisor. The main role of the committee is to advise the student between completion of the research project and mounting the dissertation defense. The committee takes primary responsibility for evaluating student progress. In addition, it approves the plan for the oral comprehensive examination, which in turn is approved by the graduate education committee. See the graduate coordinator for further instructions.

5. **Oral Comprehensive Examination.** The student chooses an area of research and works closely with an advisor 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 examination contains the following:

a. A survey of the area in the form of a position paper and an annotated bibliography

b. A public presentation of the position paper

c. A private oral examination by committee members

6. **Advancement to Candidacy.** After the oral comprehensive examination, the committee decides whether the student is ready for independent research work; if so, the student is advanced to candidacy

7. **Dissertation and Defense.** Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, comprising three department members and one member from an outside department, is approved by the graduate education committee. In addition to these four, the dissertation committee often includes a fifth 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, and the proposal is then submitted to the graduate education committee. The proposal presents the research problems to be tackled, related research, methodology, anticipated results, and work plan. The committee may request an oral presentation, similar to the oral comprehensive exam, which allows the student to explain and answer question 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 may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense

8. **Graduate School Requirements.** PhD 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 PhD student be able to work effectively with at least one dissertation advisor. 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)

105 Explorations in 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.
110 Fluency with Information Technology (4) Introduction to information technology (IT), the study of computer-based information systems. Basics of the Internet and World Wide Web. Students create websites using XHTML and CSS.

111 Introduction to Web Programming (4) Project-based approach to learning computer programming by building interactive web pages using JavaScript and XHTML. Programming concepts including structured and object-oriented program design. CIS 110 recommended preparation.

115 Multimedia Web Programming (4) Intermediate web programming with an emphasis on multimedia (graphics, audio, video). Uses JavaScript, HTML5, and graphics to build interactive web pages. Prereq: CIS 111.

122 Introduction to Programming and Problem Solving (4) Computational problem solving, algorithm design, data structures, and programming using a multiparadigm programming language. Introduces techniques for program design, testing, and debugging.

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

198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)

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

313 Intermediate Data Structures (4) Design and analysis of data structures as means of engineering efficient software; attention to data abstraction and encapsulation. Lists, trees, heaps, stacks, queues, dictionaries, priority queues. Prereq: 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 212, MATH 231.

315 Intermediate Algorithms (4) Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity. Prereq: CIS 313, 323. MATH 233 recommended.

323 Data Structures Laboratory (2) Programming laboratory. Data structures and object-oriented implementation. Prereq: CIS 212, MATH 232; coreq for CIS majors: CIS 313.

330 C/C++ and Unix (4) Practical software design and programming activities in a C/C++ and Unix environment, with emphasis on the details of C/C++ and good programming style and practices. Prereq: CIS 314.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

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

406 Field Studies: [Topic] (1-21R)

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

408/508 Workshop: [Topic] (1-21R)

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

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

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

415 Operating Systems (4) Principles of operating system design. Process and memory management, concurrency, scheduling, input-output and file systems, security. Prereq: CIS 330.

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 232.

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. Prereq: CIS 313.

423/523 Software Methodology II (4) Student teams complete a large system design and programming project. Final system specifications, test plan, user documentation, and system walk-through. 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. Pre- or coreq: CIS 425.

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 330.

432/532 Introduction to Networks (4) Principles of computer network design. Link technologies, packet

switching, routing, internetworking, reliability. Internet protocols. Programming assignments focus on protocol design. Prereq: CIS 330.

433/533 Computer and Network Security (4) Security for various aspects of computers and networks. Elementary cryptography, program security, trusted operating systems, network security, privacy, and legal and ethical issues. Prereq: CIS 415.

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 330.

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.

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 315, 330.

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 313, 314.

452/552 Database Issues (4) Covers central database issues such as access methods, security, tuning, and concurrency control. Examines alternative database models. Prereq: CIS 451/551.

453/553 Data Mining (4) Databases, machine learning, artificial intelligence, statistics, and data visualization. Examines data warehouses, data preprocessing, association and classification rule mining, and cluster analysis. Prereq: CIS 451/551.

454/554 Bioinformatics (4) Introduction to bioinformatics from a computer science perspective covering algorithms for basic operations such as sequence comparison and phylogenetic inference on existing databases.

455/555 Computational Science (4) Solving scientific problems with high-performance computers; algorithms, languages, and software used in scientific computing and visualization. Group projects on current research in physics, chemistry, biology, and other sciences. Prereq: CIS 314, 422.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314, 425 or 624. CIS 420/520 strongly recommended.

471/571 Introduction to Artificial Intelligence (4) Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning. Prereq: CIS 315.

472/572 Machine Learning (4) A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network. Prereq: CIS 315.

490/590 Computer Ethics (4) Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

Prerequisites to graduate-level CIS courses are intended as guidelines. Students who are uncertain about eligibility for enrollment in a course are encouraged to consult the instructor.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

604 Internship: [Topic] (1-4R)

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

606 Field Studies: [Topic] (1-16R)

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

608 Colloquium: [Topic] (1R)

609 Final Project (1-16R) Final project for master's degree without thesis.

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

621 Algorithms and Complexity (4) Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness. CIS 420/520 strongly recommended preparation.

622 Theoretical Foundations: [Topic] (4R) Selected topics from computability and complexity theory. Prereq:

CIS 621. **R** twice when topic changes for maximum of 12 credits.
624 Structure of Programming Languages (4) Introduction to axiomatic, operational, and denotational semantics. Environments, stores, and continuations. Type theory, subtypes, polymorphism, and inheritance. Functional and logic programming.

630 Distributed Systems (4) Principles of distributed computer systems: interprocess communication, distributed file systems, distributed timing and synchronization, distributed programming, transactions, process scheduling, distributed shared memory. Prereq: CIS 415 or equivalent, CIS 429/529.

631 Parallel Processing (4) Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 429/529.

632 Computer Networks (4) Advanced issues in computer networks, focusing on research to extend the services offered by the Internet. Prereq: CIS 432/532.

633 Advanced Network Security (4) Classic and state-of-the-art research topics in network security; threats and attacks, defense algorithms and mechanisms, measurement and evaluation of both security problems and solutions. Prereq: CIS 533. Offered alternate years.

640 Writing in Computer Research (2) Students learn to provide and accept constructive criticism of writing samples in a workshop format.

650 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

677 Knowledge-Based Interfaces (4) Examination of research on knowledge-based user interfaces with particular attention to cognitive modeling. Topics include intelligent tutoring systems, natural language interfaces, and expert systems explanation. Prereq: CIS 471/571.

Computer Information Technology Courses (CIT)

281 Advanced Business Systems (4) Web 2.0 as a business platform: Infrastructure in the cloud, Office 2.0 (Google Docs), web and database integration with AJAX, XML, PHP, and MySQL. 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.

405 Reading and Conference: [Topic] (1-4R)

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Creative Writing

George E. Rowe, Program Director
541-346-0552

108 Alder Building
5243 University of Oregon
Eugene OR 97403-5243

http://uoregon.edu/~crwrweb

Faculty

Daniel Anderson, associate professor (poetry). BA, 1987, Cincinnati; MA, 1989, Johns Hopkins. (2010)

David H. Bradley, associate professor (fiction). BA, 1972, Pennsylvania; MA 1974, London. (2001)

Jason Brown, associate professor (fiction). BA, 1991, Bowdoin; MFA, 1995, Cornell. (2011)

Geri Doran, associate professor (poetry). BA, 1986, Vassar; MFA, 1995, Florida. (2007)

Ehud Havazelet, professor (fiction). AB, 1977, Columbia; MFA, 1984, Iowa. (1999)

Garrett K. Hongo, professor (poetry). BA, 1973, Pomona; MFA, 1980, California, Irvine. (1989)

Emeritus

Richard M. Lyons, professor emeritus. BA, 1957, Brooklyn; MFA, 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

The Creative Writing Program offers two formal courses of study for University of Oregon undergraduates:

Minor in Creative Writing

The creative writing minor offers courses in which students study matters of craft by reading and writing creative works, develop critical thinking and interpretive skills, hone their ability to articulate complex ideas with subtlety and clarity, and gain instruction in the mechanics of writing. Students must successfully complete at least six courses, which must be taken for letter grades. Course work required for the minor must be passed with grades of mid-B or better. The minor requires 24 credits of approved course work, as follows:

- Two introductory courses (8 credits) (CRWR 230 and either CRWR 240 or 244)
- Two intermediate courses (8 credits) (chosen from among CRWR 330, 336, 340, 418)
- Two advanced courses (8 credits) (chosen from among CRWR 407, 410, 413, 414, 419, 435, 445)

Of the 24 required credits, a maximum of 8 credits at the 200 or 300 level may be transferred. All courses at the 400 level must be taken in residence at the University of Oregon.

Questions regarding the minor should be addressed to the program director. Students must apply for the minor through the program's office well in advance of graduation for transcript evaluation. In order be eligible for the minor, students must complete all degree requirements and a major in another academic department.

Kidd Tutorial Program

Implemented through the generosity of the Walter P. Kidd family, this yearlong tutorial for juniors and seniors offers the chance to study writing and literary craft using literary models. The program, which requires a three-term commitment from participants, accommodates a highly flexible and individualized study of fiction, poetry, and literary nonfiction writing. Each group of four to six students studies under the supervision of a graduate teaching fellow and is overseen by the director of the Kidd tutorials. Participants earn 12 credits in CRWR 417, 418, and 419. Information about application procedures is available from the tutorial program director and on the program's website.

Graduate Studies

Master of Fine Arts Degree

Admission Requirements

1. Bachelor's degree
2. Other materials submitted for admission giving evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures

Apply online from the Creative Writing Program's website; the $50 application fee can be paid by credit card (nonrefundable). The online application requires the following:

- Personal statement (PDF upload)
- Sample of the applicant's writing (PDF upload)
- Graduate Record Examination (GRE) scores
- Transcripts (PDF upload)
- Contact information for as many as four people (three are required) who agree to offer a recommendation

The GRE test scores must be self-reported in the online application. The official report also must be sent directly to the Creative Writing Program office by the Educational Testing Service.

Arrange to have official copies of transcripts sent

- from all institutions attended to the Creative Writing Program
- from institutions where a degree was earned to the UO Office of Admissions

Application materials must be submitted online by January 15 for admission to the program the following fall term. Admission is made for fall term only. Find information and application instructions on the program's website.

Degree Requirements

The candidate for the MFA degree must complete 72 credits of graduate work during six consecutive terms in residence at the university. Of the 72 credits, 36 must be in graduate creative writing (CRWR) courses, 9 in Thesis (CRWR 503), 9 in Writing and Conference (CRWR 605), and 18 in literature or literature in translation. The candidate must pass a written examination on a reading list of works of fiction or poetry.

Creative Writing Courses (CRWR)

199 Special Studies: [Topic] (1-5R)
230 Introduction to Poetry Writing (4) Introduction to forms and techniques of writing poetry. Prereq: WR 121 or equivalent.

240 Introduction to Fiction Writing (4) Introduction to forms and techniques of writing fiction. Prereq: WR 121 or equivalent.

244 Introduction to Creative Writing: Literary Nonfiction (4) Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing. Prereq: WR 121 or equivalent.

330 Intermediate Poetry Writing (4R) Intermediate-level study of poetry writing. Prereq: CRWR 230 with grade of mid-B or better. **R** twice for a maximum of 12 credits.

336 Intermediate Creative Writing: Literary Nonfiction (4R) Intermediate-level study of literary nonfiction writing. Prereq: CRWR 240 or 244 with a grade of mid-B or better. **R** twice for a maximum of 12 credits.

340 Intermediate Fiction Writing (4R) Intermediate-level study of fiction writing. Prereq: CRWR 240 or 244 with a grade of mid-B or better. **R** twice for a maximum of 12 credits.

405 Writing and Conference: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)
410 Experimental Course: [Topic] (1-5R)

413 Literature for Poets (4R) Advanced discourse on issues and principles related to the craft of poetry. Prereq: CRWR 330 or 418 (poetry) with grade of mid-B or better. Students majoring in English, journalism, or comparative literature also may enroll with department approval. **R** twice for a maximum of 12 credits.

414 Literature for Fiction Writers (4R) Advanced discourse on issues and principles related to the craft of fiction. Prereq: CRWR 336 or 340 or 418 (fiction) with grade of mid-B or better. Students majoring in English, journalism, or comparative literature also may enroll with department approval. **R** twice for a maximum of 12 credits.

417, 418, 419 Kidd Tutorial I,II,III (4,4,4) Intensive, yearlong study of fiction, poetry, and nonfiction. Development, completion, and presentation of an individual line-of-inquiry project. Sequence. Admission by application only. Prereq for 417: CRWR 230 or 240 or 244 with a grade of mid-B or better. CRWR 330 or 336 or 340 recommended preparation.

435/535 Advanced Poetry Writing (4R) Advanced workshop in the writing of poetry. Open to graduate students not admitted to creative writing MFA program. Prereq: CRWR 330 or 418 (poetry) with grade of mid-B or better. **R** twice for a maximum of 12 credits.

445/545 Advanced Fiction Writing (4R) Advanced workshop in the writing of fiction. Open to graduate students not admitted to creative writing MFA program. Prereq: CRWR 336 or 340 or 418 (fiction) with grade of mid-B or better. **R** twice for a maximum of 12 credits.

503 Thesis (1-16R)

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

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

607 Seminar: [Topic] (1-5R) Selected seminars offered each year. **R** when topic changes.

608 Special Topics: [Topic] (1-5R) R when topic changes.

609 Terminal Creative Project: [Topic] (1-16R) MFA project. Open only to students admitted to the creative writing MFA program. **R** when topic changes.

610 Experimental Course: [Topic] (1-5R) R when topic changes.

635 MFA Poetry Workshop (6R) Concentration on student writing in a workshop setting. Open only to students admitted to creative writing MFA program in poetry. **R** five times for a maximum of 36 credits.

645 MFA Fiction Workshop (6R) Concentration on student writing in a workshop setting. Open only to students admitted to creative writing MFA program in fiction. **R** five times for a maximum of 36 credits.

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East Asian Languages and Literatures

Maram Epstein, Department Head
541-346-4041
541-346-0260 fax

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1248 University of Oregon
Eugene OR 97403-1248

http://pages.uoregon.edu/eall

Faculty

Lucien Brown, assistant professor (Korean linguistics, second-language acquisition, socio-pragmatics). BA, 1997, East Anglia; MA, 2004, PhD, 2008, London. (2011)

Maram Epstein, associate professor (Ming-Qing vernacular fiction). BA, 1983, MA, 1987, PhD, 1992, Princeton. (1994)

Alisa D. Freedman, associate professor (modern Japanese literature). BA, 1991, Wesleyan; MA, 1995, PhD, 2002, Chicago. (2005)

Denise Gigliotti, senior instructor (Chinese language). BA, 1995, National Taiwan; MA, 1998, California, Los Angeles. (2002)

Alison Groppe, assistant professor (Chinese culture). BA, 1989, Wellesley College; MA, 1995, PhD, 2006, Harvard. (2008)

Reiko Hashimoto, senior instructor (Japanese language). BA, 1982, Chukyo; MA, 1992, Minnesota State, Mankato; PhD, 2000, Indiana, Bloomington. (2000)

Kaori Idemaru, assistant professor (linguistics). BA, 1990, Osaka; MA, 1992, Northern Iowa; PhD, 2005, Oregon. (2008)

Rika Ikei, senior instructor (Japanese language). BA, 1992, Kyoto University of Foreign Studies; MA, 1998, West Chester. (2003)

Zhuo Jing-Schmidt, associate professor (Chinese linguistics). BA, 1992, MA, 1995, Peking; MA, 1997, California, Los Angeles; PhD, 2005, Cologne. (2010)

Dong Hoon Kim, assistant professor (Korean film, literature, cultural studies). BA, 1998, Yonsei; MA, 2002, PhD, 2008, Southern California. (2011)

Daisuke Miyao, associate professor (Japanese film). BA, 1993, MA, 1995, Tokyo; MA, 1997, PhD, 2003, New York University. (2005)

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

Tze-Lan Sang, associate professor (Qing and modern Chinese literature). BA, 1988, National Taiwan University; MA, 1990, State University of New York, Albany; PhD, 1996, California, Berkeley. (1996)

Glynne Walley, assistant professor (early modern Japanese literature). BA, 1996, Brigham Young; MA, 2001, Washington (St. Louis); PhD, 2009, Harvard. (2012)

Yugen Wang, associate professor (Chinese literature). BA, 1992, Anhui Normal; MA, 1995, Peking; PhD, 2005, Harvard. (2005)

Jason Webb, assistant professor (Japanese literature). BA, 1991, New College of Florida; MA, 2000, PhD, 2005, Princeton. (2008)

Jean Yuanpeng Wu, senior instructor (Chinese language). BA, 1982, China University of Geosciences; MA, 1990, West Virginia; PhD, 1998, Michigan State. (1996)

Emeriti

Stephen W. Durrant, professor emeritus. BA, 1968, Brigham Young; PhD, 1975, Washington (Seattle). (1990)

Michael B. Fishlen, associate professor emeritus. BA, 1965, Knox College; MA, 1968, PhD, 1973, Indiana; JD, 1987, Oregon. (1970)

Angela Jung-Palandri, professor emerita. BA, 1946, Catholic University, Peking; MA, 1949, MLS, 1954, PhD, 1955, Washington (Seattle). (1962)
Stephen W. Kohl, associate professor emeritus. BA, 1967, PhD, 1974, Washington (Seattle). (1972)

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 and culture of the country. In addition, four years of Korean language is offered as well as courses in Korean culture and linguistics.
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, Japanese, or Korean are steadily increasing.

Chinese Flagship Program. This program is a language option for students who wish to achieve advanced levels of proficiency in Chinese. Flagship courses (CHN 420/520, 421/521, 422/522, 439/539, 445/545, 480/580 as well as content courses taught in Chinese in other departments) expose students to the language and content of a broad range of disciplines, including business, journalism, social sciences, sciences, and the humanities. These courses prepare students to pursue a wide variety of careers in Chinese-speaking environments. Students do not need to be Chinese majors to enroll in Chinese Flagship courses or the program. Those interested in either Flagship-level classes or formally enrolling in the program should visit http://chineseflagship.uoregon.edu/en/index.php .

Japanese Global Scholars Program. Specifically designed for advanced Japanese speakers committed to linguistic, cultural, and intellectual advancement. The program, open to majors and nonmajors, offers courses on academic topics conducted in Japanese, helping students to become proficient both in the subject areas and the language. In addition, the program coordinates a year abroad with courses relevant to the student's major. For more information, visit http://japanese.uoregon.edu.

Major Requirements

Prospective majors must meet with an East Asian languages and literatures faculty advisor when declaring the major, each spring to obtain the advisor'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 advisor.

Chinese

Culture-Intensive Option. This option requires 47 graded credits in courses beyond the second-year level including

1. Three years of Chinese language (CHN 301, 302, 303)
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, linguistics, 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. A third non-Chinese course chosen from within the department may also count toward the culture-intensive option

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)
2. Three courses chosen from History of Chinese Literature (CHN 305, 306, 307), Literature of Modern Taiwan (CHN 308), Chinese Linguistics (CHN 480)
3. Literary Chinese (CHN 436, 437)

4. Three courses chosen from Fourth-Year Chinese (CHN 411, 412, 413), Intermediate Language Strategies (CHN 420, 421, 422), Literary Chinese Texts (CHN 438), Advanced Chinese (CHN 445)

Japanese

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

1. Third-Year Japanese (JPN 301, 302, 303)
2. 8 credits of upper-division Japanese language courses beyond the third-year level (which may include JPN 411, 412, 413, 414, 415, 416, 434, 435, 436, 437, 438, 439)
3. Two courses chosen from Introduction to Japanese Literature (JPN 305, 306, 307), Introduction to Japanese Linguistics (JPN 315)
4. 16 advisor-approved credits of upper-division course work in Japanese literature, linguistics, or culture (which may include a maximum of 8 credits in courses taught outside the Department of East Asian Languages and Literatures). Courses outside the department require advisor approval

Language-Intensive Option. This option requires 47 graded credits including

1. Third-Year Japanese (JPN 301, 302, 303)
2. Two courses chosen from Introduction to Japanese Literature (JPN 305, 306, 307), Introduction to Japanese Linguistics (JPN 315)
3. Two terms of Fourth-Year Spoken Japanese (JPN 411, 412)
4. Two terms of Fourth-Year Reading and Writing Japanese (JPN 414, 415)
5. The third term of Fourth-Year Spoken Japanese (JPN 413) or the third term of Fourth-Year Reading and Writing Japanese (JPN 416)
6. 4 credits from an upper-division Japanese language or literature course, or a comparative literature (COLT) course when the topic is Japanese literature, or in a Japanese culture course offered by disciplines such as history, religious studies, or art history

Honors

Graduation with departmental honors is approved for students who

1. Earn a cumulative GPA of 3.50 or better in all UO work

2. Earn a cumulative GPA of 3.75 or better in major course work

3. Complete, under the supervision of a faculty member, a senior thesis to be evaluated by the thesis director and one other faculty member in the department

Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (CHN or JPN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Honors Thesis in Chinese

With the support of an advisor, students may write a thesis on a Chinese topic. Thesis topics must be approved at least one term before the thesis is submitted for honors credit.

Thesis written in English. To count toward a Chinese degree, the thesis must be on a Chinese cultural topic with a suggested length of forty pages.

Thesis written in Chinese. With an advisor's approval, language-track majors may opt to write a thesis in Chinese with a suggested length of 12,500 characters. Students in the Chinese Flagship Program who are culture majors may petition to have a Chinese-language thesis count toward honors in the department. The thesis must be on a topic that reflects an aspect of Chinese culture.

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) and Literature of Modern Taiwan (CHN 308).

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

Japanese. The minor in Japanese requires 15 credits of modern Japanese language above the 200 level and two courses from Introduction to Japanese Literature (JPN 305, 306, 307).
Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in Japan. Lower-division courses must be passed with grades of C- or better or P; upper-division courses must be passed with grades of C- or better.

East Asian Studies. See the **Asian Studies** section of this catalog for a description of the minor in East Asian studies.

Overseas Study

The University of Oregon has four overseas study programs in China and five in Tokyo, Japan. Students in University of Oregon study abroad programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog.

Kindergarten through Secondary Teaching Careers

Students who complete the BA degree with a major in Chinese or Japanese are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the College of Education.

Graduate Studies

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (MA) and doctor of philosophy (PhD) in East Asian languages and literatures. Students may choose to specialize in Chinese, Japanese, or Korean studies.
In addition to departmental requirements, graduate students must fulfill the general requirements of the Graduate School listed in that section of this catalog.

The Chinese, Japanese, and Korean studies programs, which prepare students to work in a variety of professional and academic fields, provide intensive training in linguistic and textual analysis and an extensive exposure to literary theory, film studies, and comparative and cultural studies. The department encourages students to develop their specialization in East Asian literatures and films in broader, more comparative, and more interdisciplinary and transnational perspectives than has been the case in traditional programs. The faculty's research and teaching interests cover the major fields, genres, and chronological divisions of Chinese and Japanese literature and film. They encourage creative connections and challenges to conventional disciplinary boundaries by exploring the relationships between literature-cinema and such areas as history, law, linguistics, politics, religion, philosophy, sociology, theater and the performing arts, and women's and gender studies.

Comparative Literature. Several members of the department's faculty participate in the Comparative Literature Program. For more information, see the **Comparative Literature** section of this catalog.

Linguistics. The departmental Chinese, Japanese and Korean linguists work closely with the Department of Linguistics in research, teaching, and program development in theoretical and applied linguistics. Interested students are encouraged to work closely with a departmental advisor to pursue a specialization or field in East Asian linguistics and/or East Asian second-language acquisition.

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 MA program should have completed an undergraduate major in Chinese, Japanese, or Korean language, literature, or linguistics, or have equivalent experience.

An applicant for admission to the PhD program should have completed an MA degree in Chinese, Japanese, or Korean language and literature, linguistics, or have equivalent experience.

Application Procedure

Graduate program applications are submitted via an online process found at the department's web site. In the course of completing the application, students are required to upload the following:

1. **Statement of Purpose**. The 750-word statement of purpose should address the applicant's specific academic preparation or experience, all areas of research interest, career goals, and reason for attending the University of Oregon. In addition, PhD applicants should include potential research questions
2. **Writing Sample**. The writing sample must come from a course that shows up on the transcript. International students must submit a sample in English and may submit an additional sample in Chinese or Japanese
3. **Transcripts**. Unofficial copies of undergraduate and/or graduate transcripts should be uploaded from all institutions attended. In addition, official transcripts from these institutions should be sent to the University of Oregon, Office of Admissions, 1217 University of Oregon, Eugene, OR 97403-1217
4. **Letters of Recommendation.** Three persons familiar with the applicant's academic experience and ability to carry out independent research must be identified. The online application requests contact information (name, position, institution, telephone number, and e-mail address) from each of these people. Upon submission of the online application, each person will be notified via e-mail and provided with instructions on how to upload their recommendations
5. **Graduate Record Examination (GRE) scores**. The GRE test is required for all applicants. Applicants should take the test in time for the official results to arrive to the university prior to January 1. The online application is self-reporting, however official GRE scores need to be sent to the University of Oregon (institution code 4846) and the Department of East Asian Languages and Literatures (department code 2601)

Applications are due by January 1. 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 1 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 MA degree in East Asian languages and literatures with a specialization in Chinese studies. It prepares students for study at the doctoral level. This option requires successful completion of a minimum of fourteen graduate-level courses including Issues in Early Chinese Literature (CHN 523); Issues in Medieval Chinese Literature (CHN 524); Issues in Modern Chinese Literature (CHN 525); two advisor-approved graduate courses in linguistics, 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 advisor'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 advisor, apply for early entry to the PhD program. Such applications are typically made spring term but, in any event, 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 PhD 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 advisor-approved graduate courses in linguistics, 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 advisor's approval, one course in Reading and Conference (CHN 605) may be counted as one of the twelve courses. Students must pass a comprehensive oral examination that covers the student's primary areas of study.

Japanese

The master of arts degree in East Asian languages and literatures with a specialization in Japanese studies requires successful completion of a minimum of twelve graduate-level courses. These courses must be chosen in consultation with the student's advisor.

1. Six courses in Japanese studies
2. Two courses in methodology-theory
3. Two East Asian-related courses, which may be taught outside of the East Asian languages and literatures department
4. The first term of Classical Japanese Literary Language (JPN 537) or Advanced Readings in Japanese Literature (JPN 534) or Structure of the Japanese Language (JPN 541)
5. One course in the Japanese Global Scholars program (for nonnative speakers of Japanese; native speakers of Japanese take an additional course in Japanese studies in place of this requirement)

In addition to the completion of the required courses, students must pass a comprehensive examination at the end of study or complete a master of arts thesis. The examination and degree-granting process differs for terminal MA students and for students who apply for continued study in the university's PhD program (see below).

Terminal MA Students

Those students who are not planning to go on to the PhD must successfully pass a two-part written examination based on the following reading list:

1. Approximately twenty works of Japanese literature, Japanese film, or both, which should provide comprehensive coverage of major periods, writers, and genres of Japanese literature and film. The student's advisor will provide a model reading list
2. Approximately ten works of general theory and criticism, based on the student's specialized area, which can be outside of Japanese studies
3. Approximately ten works in a specialized area of the student's own choosing

The first part of the exam shall include questions pertaining to broad issues in the field of Japanese literature and film deriving from section one of the student's reading list. The second part of the exam, to be administered a week later, shall cover more specialized questions deriving from sections two and three of the student's reading list. The student shall have forty-eight hours for each part to produce the final typed, double-spaced exams of approximately ten to twelve pages each.

Consulting the faculty committee, the advisor shall determine whether the student has successfully fulfilled the requirements for the MA degree, and shall confer one of the following grades: *distinction, clear pass, marginal pass,* or *failure*. Should the advisor determine that the candidate has not been successful, he or she may recommend that the student be given one additional opportunity to pass the exam during the next academic term.

MA Students Seeking Entry to PhD Program

If the student also decides to seek admission into the PhD program, the MA exam administered shall include the oral component:

An oral examination shall take place no later than the seventh week of the term in which a request for the degree has been made. It shall consist of a one- to two-hour interview with the faculty committee, which is required to be formed by the student and the advisor before the student takes the comprehensive exam, and shall include evaluation of the following: a) the student's skills in critical thinking, reading, listening, and writing; b) the student's ability to formulate a pedagogical approach to topics appropriate to the student's career goals; c) a discussion of career options and prospects. The committee shall determine whether the candidate has successfully fulfilled the requirements for the MA degree, and shall confer one of the following grades: *distinction, clear pass, marginal pass*, or *failure*. This determination is independent of the student's candidacy to the PhD program. As in the case of terminal MA students, should the committee determine that the candidate has not been successful, it may recommend that the student be given one additional opportunity to pass the exam during the next academic term.

Doctor of Philosophy Degree Program

The PhD 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 advisor, who works with the other faculty members to develop the student's program.

Timeline for Completion of the PhD Program

Course work-two years

Comprehensive examination and prospectus approval-one year

Dissertation writing and defense-two years

Additional Course Work

Depending on the student's background when admitted to the PhD program, additional course work may be required.

Chinese

The PhD degree in East Asian languages and literatures with a specialization in Chinese studies requires completion of a minimum of six 4-credit graduate-level courses beyond those required for the MA degree. Depending on the student's background or preparation at the time of admission to the PhD program, the number of required courses may be nine or twelve. Courses must be chosen in consultation with the student's advisor.

1. Complete successfully

a. Six courses in Chinese literature, linguistics, or film

b. Three methods courses-Issues in Early Chinese Literature (CHN 523), Issues in Medieval Chinese Literature (CHN 524), Issues in Modern Chinese Literature (CHN 525) or equivalents-unless the student has already taken these courses

2. Choose one of the following options:

a. Demonstrate the ability to use a second foreign language substantively in research or pass a translation examination in the language

b. Demonstrate advanced knowledge of a particular methodology or theory by taking three graduate-level courses, including one course in Reading and Conference (CHN 605) for which the student writes a paper applying the methodology to Chinese literature

c. Complete three courses in a secondary literature

Japanese

The PhD with a specialization in Japanese studies requires students to successfully complete nine graduate courses beyond the number required for the MA degree. These courses must be chosen in consultation with the student's advisor. Appropriate courses in related fields (e.g., Japanese history, religion) may be substituted with the advisor's approval.

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

Comprehensive Examination

Candidates for the PhD in Chinese or Japanese must pass a comprehensive examination that consists of six questions covering three fields. The student, in consultation with his or her advisor, chooses a committee consisting of three faculty members, at least two of whom are members of the department. With input from the student, each committee member submits two questions based on an approved bibliography. The student takes the three sections of the examination over a period of five days; three hours is given to submit an answer to one of the two questions in each field. Students may use notes and their own laptop or a university-supplied laptop. Please make arrangements with the graduate secretary to reserve a room and arrange for the delivery of the 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 may 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.

Students who have taken an MA comprehensive exam in Japanese studies do not need to take a PhD comprehensive exam. However, they need to orally defend the dissertation prospectus within one academic term after the completion of course work to facilitate the student's completion of the dissertation as well as to let the faculty community clearly know the progress of the student toward the completion.

Consulting the advisor, the student (either terminal MA or applicant to the PhD program) can complete an MA thesis instead of passing a comprehensive examination at the end of study. Students who elect to write a thesis are strongly recommended to register for 9 credits of Thesis (JPN 503). As in the case of students who take comprehensive examinations, the advisor in consultation with the faculty committee shall determine whether the student has successfully fulfilled the requirements of the MA degree, and shall confer one of the following grades: *distinction, clear pass, marginal pass*, or *failure*. Should the advisor determine that the candidate has not been successful, the advisor may recommend that the student be given additional time to revise the thesis or to pass the exam during the next academic term.

East Asian Languages and Literatures Courses (EALL)

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

199 Special Studies: [Topic] (1-5R)

209 Language and Society in East Asia (4) Introduction to language and society in East Asia. Topics include the structure of Chinese, Japanese, and Korean; politeness; intercultural communication; writing; minority and immigrant communities. Taught in English.

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.

360 East Asian Cinema (4) Examination of East Asian cinema in the context of the immense political and cultural transformations in Asia over the past century.

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)

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

440/540 Japanese and Korean Phonetics (4) The articulatory and acoustic analyses of Japanese and Korean sound systems. Prereq: JPN 103 or KRN 103.

442/542 Second-Language Acquisition (4) Analyzes how important theories and concepts in second-language acquisition apply specifically to the learning of Chinese, Japanese, and Korean.

443/543 Chinese, Japanese, and Korean Pedagogy (4) Advanced language pedagogy; includes investigation of issues pertinent to the teaching of East Asian languages. Prereq: CHN 303, JPN 303, or KRN 303.

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.
486/586 East Asian Sociopragmatics (4) Provides detailed analysis of how three East Asian languages (Chinese, Japanese, Korean) are used appropriately according to the social context. Offered alternate years.

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

608 Workshop: [Topic] (1-4R) R twice when topic changes for maximum of 12 credits.

Chinese Courses (CHN)

Placement examinations are required for new students who have exposure to Chinese, either through formal course work or through informal conversation. Native speakers of Chinese or students whose competence in the language already exceeds the scope of the material may not enroll in Chinese-language courses.

101, 102, 103 First-Year Chinese (5,5,5) Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.

150 Introduction to the Chinese Novel (4) Introduction to aesthetic and cultural values that shape Chinese narratives. Emphasis on traditional and/or modern novels. No background in Chinese necessary; taught in English.

151 Introduction to Chinese Film (4) Introduction to contemporary Chinese-language cinema; focused on family, gender, cultural difference, nationalism, transnationalism, identity, and film history. No background in Chinese necessary; English subtitles.

152 Introduction to Chinese Popular Culture (4) Introduction to popular Chinese cultures in China, Hong Kong, Taiwan, and the United States; discussing nationalism, globalization, identity, and gender. No background in Chinese necessary; taught in English.

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

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

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Chinese (5,5,5) Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese. Prereq: CHN 103 or equivalent.

301, 302, 303 Third-Year Chinese (5,5,5) Continued training in listening, speaking, reading, and writing. Prereq: CHN 203 or equivalent.

305, 306, 307 History of Chinese Literature (4,4,4) Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.

308 Literature of Modern Taiwan (4) Surveys the literature of Taiwan from the postwar era to the present. Discussion focuses on national identity, gender, class, modernization, and globalization. Taught in English.

350 Gender and Sexuality in Traditional Chinese Literature (4) Examines the changing constructions of gender and sexuality in premodern China. Topics include arranged marriage and concubinage, attitudes toward the body and transgender identities. No background in Chinese necessary; readings in English.

351 Gender and Sexuality in Modern Chinese Literature (4) Primary and secondary works about women, sexuality, and changing gender roles in republican, socialist, and post-Mao China. Readings in English.

380 Self and Society in Traditional Chinese Literature (4) Examines the role of the self in premodern Chinese society through reading some of the most important works in traditional Chinese literature. Taught in Chinese. Prereq: proficiency in modern Chinese as confirmed by instructor.

381 The City in Chinese Literature and Film (4) Examines urbanization and urban culture in Chinese literature and film. Instruction in Chinese. Offered alternate years.

399 Special Studies: [Topic] (1-5R) Topic varies from term to term. **R** for maximum of 12 credits.

401 Research: [Topic] (1-21R)

403 Thesis (1-6R) R for maximum of 6 credits.

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

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-4R) Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. **R** when topic changes.

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring (1-4R) R for maximum of 18 credits.

410/510 Experimental Course: [Topic] (1-5R)
411/511, 412/512 Fourth-Year Chinese (4,4R) Study of contemporary Chinese using written and spoken forms. Prereq: CHN 303 or equivalent.

413/513 Modern Chinese Texts: [Topic] (4R) Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly. **R** once, with instructor's consent and when topic changes, for maximum of 8 credits.

420/520, 421/521, 422/522 Intermediate Language Strategies (4,4,4) Focuses on topics in one of these areas: social sciences, sciences, and humanities. Sequence. Prereq: CHN 303.

423/523 Issues in Early Chinese Literature (4) Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative.

424/524 Issues in Medieval Chinese Literature (4) Explores scholarship on and questions raised about Chinese poetry and its characteristics.

425/525 Issues in Modern Chinese Literature (4) Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form.

436/536, 437/537 Literary Chinese (4,4) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

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

439/539 Chinese Academic Writing (4R) Expansion of skills in formal written Chinese to communicate with native speakers about thoughts and professional knowledge. Prereq: CHN 420/520 or equivalent. **R** when topic changes.

445/545 Advanced Chinese: [Topic] (5R) Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business. Prereq: CHN 411, 412, 413, 421 or fourth-year Chinese language proficiency. **R** when topic changes.

450/550 Chinese Bibliography (2) Reference works in Chinese studies covering Western sinology, major sources in Chinese, and training in research methods. Prereq: CHN 203 or equivalent.

452/552 Chinese Film and Theory (4) Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film arena.

480/580 Chinese Linguistics (4) Introduces students to various linguistic levels of Chinese; covers basic concepts and methodologies of linguistic analysis, including the relationship between language structure, culture, and cognition.

481/581 Pedagogical Grammar of Chinese (4) Introduces students to theoretically grounded pedagogical approaches to Chinese as a foreign language. Topics include theoretical models, tones, characters, morphology, syntactic construction, and discourse pragmatics.

482/582 History of the Chinese Language (4) Introduction to the various stages of the historical development of the Chinese language family. Offered alternate years.

503 Thesis (1-6R)

601 Research: [Topic] (1-10R)

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-16R)

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

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

Japanese Courses (JPN)

Placement examinations are required for new students who have exposure to Japanese, either through formal course work or through informal conversation. Native speakers of Japanese or students whose competence in the language already exceeds the scope of the material may not enroll in Japanese-language courses.

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

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

199 Special Studies: [Topic] (1-5R)

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

250 Manga Millennium (4) Surveys the 1,000-year history of visual-verbal narratives-comics-in Japan, ranging from medieval pictures to modern manga.

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

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

315 Introduction to Japanese Linguistics (4) Survey of general characteristics of the Japanese language in the aspects of sound structure, vocabulary, writing system, meaning, and sentence constructions. Prereq: JPN 103. Offered alternate years.

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

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

403 Thesis (1-6R) R for maximum of 6 credits.

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

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-4R) Studies and projects in Japanese literature or linguistics. Sources are in Japanese, English, or both. **R** when topic changes.

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring (1-4R) R for maximum of 18 credits.

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

411/511, 412/512, 413/513 Fourth-Year Spoken Japanese (4,4,4) Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: JPN 303 or equivalent.

414/514, 415/515, 416/516 Fourth-Year Reading and Writing Japanese (4,4,4) Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays. Prereq: JPN 303 or equivalent.

425/525 Modern Japanese Literature: [Topic] (4R) Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include youth culture, postwar literature, digital-age stories. **R** twice when topic changes for maximum of 12 credits.

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

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

441/541 Structure of the Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, case marking, typological characteristics, passives, and causatives. Prereq: LING 290 and JPN 303 or equivalent.

443/543 Teaching Japanese as a Foreign Language I (4) Discussion and examination of instructional materials, techniques, and methods. Activities include class observation, demonstrations, and writing short papers. Prereq: JPN 303 or equivalent and LING 444/544.

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

471/571 The Japanese Cinema (4) Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists' efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.

490/590 Translation and Japanese Literature (4) Explores the theory and practice of translation as it relates to Japanese literature. Students produce their own translations and critique existing translations. Pre- or coreq: one from JPN 414/514, 415/515, 416/516.

503 Thesis (1-6R)

601 Research: [Topic] (1-10R)

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

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

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

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

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

Korean Courses (KRN)

Native speakers of Korean or students whose competence in the language already exceeds the scope of the material may not enroll in Korean-language courses.

101, 102, 103 First-Year Korean (5,5,5) Introduction to basic Korean grammar, syllabary, conversation, and characters. Offered alternate years with KRN 201, 202, 203.

151 Introduction to Korean Cinema (4) Surveys Korean national cinema, from the earliest days of the medium to the present.

199 Special Studies: [Topic] (1-5R)

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

301, 302, 303 Third-Year Korean (5,5,5) Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. Sequence. Prereq for 301: KRN 203.

315 Introduction to Korean Linguistics (4) Surveys general characteristics of the Korean language and places them in their cultural and historical context. Prereq: KRN 103.

360 Contemporary Korean Film (4) Introduction to contemporary South Korean film. Explores changes in film culture, practice, and industry in relation to social changes since the early 1990s.

361 Korean Popular Culture and Transnationalism (4) Explores contemporary South Korean popular culture in a global frame and key issues in cultural transnationalization.

399 Special Studies: [Topic] (1-5R)

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

411/511, 412/512, 413/513 Fourth-Year Korean (4,4,4) Development of advanced language skills and cultural sensitivity. Sequence. Prereq for 411/511: KRN 303.

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

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Economics

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Faculty

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Jo Anna Gray, professor (business cycle theory, open-economy macroeconomics). BA, 1971, Rockford; AM, 1973, PhD, 1976, Chicago. (1989)

Benjamin Hansen, assistant professor (labor economics, public economics, econometrics). BA, 2004, Brigham Young; MA, 2005, PhD, 2009, California, Santa Barbara. (2010)

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Peter J. Lambert, professor (public economics, income equality, tax and benefit systems). PhD, 1971, Oxford. (2002)

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Anne van den Nouweland, professor (game theory, microeconomic theory). BA, 1984, MA, 1989, Nijmegen; PhD, 1993, Tilburg. (1996)

Glen R. Waddell, professor (applied econometrics, industrial organization, labor economics). BS, 1995, Trent;

MS, 1996, Miami; PhD, 2000, Purdue. (2001)
Caroline E. Weber, assistant professor (applied microeconometrics, public finance). BS, 2006, Puget Sound; MA, 2008, PhD, 2012, Michigan, Ann Arbor. (2012)

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Special Staff

Cathleen S. Leué, associate professor (econometrics, labor); director, Social Science Instructional Laboratory; director, Social Science Data Services Laboratory. BA, 1978, California State, Chico; PhD, 1985, Washington State. (1987)

Emeriti

Robert Campbell, professor emeritus. BA, 1947, California, Berkeley; BS, 1950, U.S. Merchant Marine Academy; PhD, 1953, California, Berkeley. (1952)

Henry N. Goldstein, professor emeritus. BA, 1950, North Carolina, Chapel Hill; MS, 1953, PhD, 1967, Johns Hopkins. (1967)

Stephen E. Haynes, professor emeritus. BA, 1968, PhD, 1976, California, Santa Barbara. (1978)

Chulsoon Khang, professor emeritus. BA, 1959, Michigan State; MA, 1962, PhD, 1965, Minnesota. (1966)

Barry N. Siegel, professor emeritus. BA, 1951, PhD, 1957, California, Berkeley. (1961)

W. Ed Whitelaw, professor emeritus. BA, 1963, Montana; PhD, 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 visit the department website.

Preparation. Suggested preparation for freshman students is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus sequence and the combination of mathematics and computer and information science required for the bachelor of science degree, to be taken in the freshman or sophomore year. Suggested preparation for second-year college transfer students is (1) the equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (2) the equivalents of Calculus I,II (MATH 251, 252)-or Calculus for Business and Social Science I,II (MATH 241, 242) for students not intending to pursue graduate training in economics-as well as Introduction to Methods of Probability and Statistics (MATH 243).

Career and Advising Services. The Career and Advising Services office in the Department of Economics provides academic planning and career development support for economics majors and minors. This includes advice about courses, minors, and concentrations, as well as assistance with résumés, job and internship search, and interviewing preparation. Career opportunities in economics include technical roles (actuarial, data analyst, financial analyst, researcher, consulting) as well as less technical roles (management, sales, human resources). Common employers include banks, financial institutions, government agencies, corporations, small businesses, and nonprofit organizations.

Online Courses. Three economics courses are offered online-Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), and International Economic Issues (EC 380). These courses are self-paced; the examinations are administered in the Social Sciences Instructional Laboratory for on-campus students and online for off-campus students. The courses, which must be completed within a standard ten-week term, are open to enrolled and community-education

students and to high school students who want accredited university course work.
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.

For more information, visit Bill Sherman, director of career and advising services, in 405 Prince Lucien Campbell Hall.

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). Should be completed by the end of the sophomore year
3. Introduction to Methods of Probability and Statistics (MATH 243). Should be completed by the end of the sophomore year
4. Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313). Should be completed by the end of the junior year
5. Introduction to Econometrics I,II (EC 320, 421). 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. No more than 8 of the 28 credits 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. At least 28 of the 44 required upper-division credits required for the major (i.e., EC 311, 313, 320, 421, and the 28 required field course credits) must be taken at the University of Oregon

EC 320 (or EC 423) is a prerequisite for almost all 400-level courses. EC 311 and sometimes EC 313 are as well. Because MATH 242 and 243 are prerequisites for EC 320, it is important for students to take those courses early. See the course listings for details on prerequisites.

Optional Advanced Track for the Economics Major

Students interested in pursuing graduate work in economics, or who otherwise wish to pursue a more advanced track, may make any or all of the following substitutions to the standard requirements for the major:

1. Take Calculus I,II (MATH 251, 252) in place of Calculus for Business and Social Science I,II (MATH 241, 242).
2. Take Advanced Microeconomic Theory (EC 411) and/or Advanced Macroeconomic Theory (EC 413) in place of Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313). Alternately, one can use EC 411 and/or EC 413 as 400-level field courses if one has already taken EC 311 and/or EC 313.
3. Take econometrics courses EC 423 and EC 424 instead of MATH 243, EC 320, and EC 421 (EC 425 is also recommended, but not required.). These can also count as 400-level field courses if one has already taken EC 320 and EC 421.

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 advisor, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate

Students interested in honors also should consider taking Economic Analysis of Community Issues I,II (EC 418, 419). Students who intend to satisfy these requirements should notify the director of undergraduate studies early in the term in which they intend to graduate.

Professional Concentrations

Given the breadth of a degree in economics, students are encouraged to choose one or more professional concentrations that are consistent with their career goals. Suggested course work for seven professional concentrations is described below. Sample programs for each concentration, descriptions of career possibilities, and recommendations for additional preparation are available in the undergraduate resource center and the department office.

Business Economics-Banking and Finance

1. Complete major requirements including

a. Money and Banking (EC 370) or Monetary Policy (EC 470)

b. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)

c. International Economic Issues (EC 380) or International Finance (EC 480) or International Trade (EC 481)

2. Complete a minor or approved equivalent in business administration

Business Economics-Management, Marketing, and Accounting

1. Complete major requirements including

a. Labor Market Issues (EC 350) or Labor Economics (EC 450)

b. Urban and Regional Economics (EC 430) or Economy of the Pacific Northwest (EC 432) or Public Economics (EC 440)

c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)

2. Complete a minor or approved equivalent in business administration

Economics and Public Policy and Administration

1. Complete major requirements including

a. Issues in Public Economics (EC 340) or Public Economics (EC 440)

b. Urban and Regional Economics (EC 430) or Economy of the Pacific Northwest (EC 432)

c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)

d. Labor Market Issues (EC 350) or Labor Economics (EC 450)

2. Complete a minor or equivalent in political science or planning, public policy and management

Environmental Economics

1. Complete major requirements including

a. Resource and Environmental Economic Issues (EC 333) or Environmental Economics (EC 433)

b. Issues in Public Economics (EC 340) or Public Economics (EC 440)

c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460)

2. Complete the environmental studies minor or an approved equivalent

Graduate Preparation in Economics and Mathematical Economics

1. Complete major requirements including
a. Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413)

b. Calculus I,II (MATH 251, 252)

c. Econometrics (EC 423, 424)

d. Games and Decisions (EC 427) or Behavioral and Experimental Economics (EC 428)

2. Complete a minor in mathematics

International and Development Economics

1. Complete major requirements including

a. International Finance (EC 480) and International Trade (EC 481)

b. Problems and Issues in the Developing Economies (EC 390) or Economic Growth and Development (EC 490) or Issues in Economic Growth and Development (EC 491)

c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)

d. Money and Banking (EC 370) or Monetary Policy (EC 470)

2. Complete a minor or the equivalent in business administration, political science, history, international studies, or an area studies program

Law and Economics and Political Economy

1. Complete major requirements including

a. Issues in Public Economics (EC 340) or Public Economics (EC 440)

b. Labor Market Issues (EC 350) or Labor Economics (EC 450)

c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)

d. International Economic Issues (EC 380) or International Trade (EC 481)

e. Games and Decisions (EC 427)

2. Complete a minor or equivalent in political science

Minor Requirements

A minor in economics requires 24 credits distributed as follows:

	24 credits
Introduction to Economic Analysis: Microeconomics (EC 201)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	4
Intermediate Microeconomic Theory (EC 311)	4
Intermediate Macroeconomic Theory (EC 313)	4
Two additional upper-division 4-credit courses in economics	8

Two of the four upper-division 4-credit courses must be taken from the UO economics department. Minor requirements cannot be satisfied with EC 401, 404, 405, or 408. Courses applied to the economics minor must be completed with grades of C- or better. No more than four credits graded P/N may be counted toward the minor.

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 (MA), master of science (MS), and doctor of philosophy (PhD). 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 website.
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
4. A brief statement of purpose or personal statement
5. Curriculum vitae or résumé

At minimum, applicants should have substantial knowledge of intermediate economic theory equivalent to EC 311, 313 and of mathematics equivalent to Calculus I,II,III (MATH 251, 252, 253), including Several-Variable Calculus I (MATH 281), Elementary Linear Algebra (MATH 341), and statistics (MATH 243 or 425). Elementary Analysis (MATH 315) is recommended. Strong grades in economics and mathematics courses, in addition to scholarly potential, will be valued by the admissions committee.

Applicants whose native language is not English and who have not graduated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL or TOEFL Internet-Based Test) or the International English Language Testing System examination. Applicants to the PhD program whose native language is not English must also submit a Speaking Proficiency English Assessment Kit (SPEAK) or TOEFL Internet-Based Test 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 PhD 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 (MA) or the master of science (MS) 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. An average grade of B- or better must be achieved in these courses. Courses receiving grades less than B- must be retaken the following year

2. Two terms of economic theory (EC 511, 513) to be completed by the end of the first full academic year. An average grade of B- or better must be achieved in these courses. Courses receiving grades less than B- must be retaken the following year

3. Elective economics courses excluding EC 503, 601, 605, 609, and PhD-level micro- and macroeconomics core courses (EC 607). PhD 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: Time-Series Econometrics (EC 607) or Seminar: Microeconometrics (EC 607). The 600-level courses must be approved by the candidate's advisor 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. A GPA below the level of 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 GPA, is considered unsatisfactory and may lead to termination from the program

Unless on-leave status has been approved, a student must attend the university continuously until all program requirements have been completed. The student must register for 3 graduate credits each term, excluding summer sessions, to be continuously enrolled. A minimum of 30 credits toward the master's degree must be taken in residence over a period of at least two terms. In addition, at least 9 credits in courses numbered 600-699 must be taken in residence.

Substitutions and Waivers. Substitutions of alternative courses or courses taken elsewhere require the joint approval of the master's program committee and the department head before they can be counted toward the credit minimum. Any other waivers or exceptions to departmental requirements require the approval of the department faculty.

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.

Doctor of Philosophy Degree

A PhD 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 PhD degree in economics at the University of Oregon must complete the following departmental requirements as well as all university requirements. Except for EC 601, 603, 605, and 609, economics courses must be taken for letter grades.

1. The program includes three terms each of microeconomic theory, macroeconomic theory, and econometrics. Students who complete these nine courses with a GPA of 2.90 or higher will be invited to take the qualifying examination in microeconomic and macroeconomic theory when it is offered in early summer. Records of students whose GPA is lower than 2.90 are examined to determine eligibility for the qualifying examination. Students who fail the qualifying examination may be asked to retake it early the following September
2. Students who pass the qualifying examination but have a GPA less than 3.00 in econometrics must take a competency examination in econometrics, which is administered the Thursday before the first week of fall classes. Students who fail the competency examination must retake each econometrics course in which they received a grade of less than B and pass it with a grade of B or better
3. Students must file an approved program of study by December 15 following the qualifying examination
4. Two-term EC 607 sequences in two fields of economics must be completed with a 3.00 GPA or better. Credit for EC 601, 603, 605, or 609 cannot be counted toward the field requirement. By winter term of the third year, a research paper for at least 6 credits of Research (EC 601) must be completed in one of the fields and approved by two members of the faculty with specialties in that field
5. Five elective EC 607 courses in economics must be taken outside the two fields and completed with a 3.00 GPA or better. Credit for EC 601, 603, 605, or 609 cannot be counted toward the field requirement. 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 PhD 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 PhD 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 PhD 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 PhD program may apply to be awarded a master's degree upon completion of the master's program requirements and the approval of the master's program advisor.

Detailed information is given on the department's website.

Support Services

Social Science Data Services Laboratory

Cathleen S. Leué, Director

541-346-1335

451 McKenzie Hall

The Social Science Data Services Laboratory specializes in data acquisition, access to online data, and the archiving of local data. The laboratory's membership in the Inter-University Consortium for Political and Social Research entitles the university community to order data from the largest data archive in the world. Data available to consortium members include panel study of income dynamics, international financial statistics, census data, national crime statistics, and current population surveys. The laboratory also participates in the National Center for Health Statistics Electronic Data Dissemination Program. The laboratory stores data from the panel study of income dynamics, international financial statistics, World Development Indicators, Global Insight, and the Organization for Economic Cooperation and Development. Users can easily obtain data at their desks by using file transfer protocol (FTP).

Laboratory services include using the Internet to locate data, ordering data, subsidising data purchases, creating subsets of those data, and offering users advice on data structures. The laboratory also archives data sets generated by campus researchers.

Social Science Instructional Laboratory

Cathleen S. Leué, Director

541-346-2547

442 and 445 McKenzie Hall

The Social Science Instructional Laboratory is an advanced microcomputer laboratory that facilitates teaching with technology. Staff members assist social science instructors with educational technology applications, computer classroom laboratories, web publishing, and multimedia courseware design. Staff members teach students computer applications, offer consulting services, provide students with access to real-world data, and provide research assistance to social science graduate students. Any UO student may use the laboratory when it is not in use by a class.

The facility consists of a twenty-three-station laboratory, a thirty-three-station laboratory, and an eight-station advanced graphics lab. All three have state-of-the-art computers with fast processors, ample RAM and storage, and high-end video in a Windows-networked environment. The two larger laboratories are equipped with an instructor station, teaching software, a wheelchair-accessible station, a scanner, and a computer projector system. Printing capabilities include a laser printer, a color laser printer, and a large-format plotter. The laboratories have a large selection of statistical software and software for geographic information systems, web editing, graphics, and specific class needs. The Internet and e-mail accounts are easily accessed using laboratory computers.

The Social Science Instructional Laboratory houses the instructional geographic information systems (GIS) laboratory, in which students can use the powerful Arc-Info software to create maps and conduct spatial analyses.

Economics Courses (EC)

101 Contemporary Economic Issues (4) Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, environmental policy, and international trade policy.
199 Special Studies: [Topic] (1-5R)

201 Introduction to Economic Analysis: Microeconomics (4) Examines how consumers, firms, and governments make decisions when facing scarce resources and how those decisions affect market outcomes, such as prices and output. MATH 111 recommended preparation.

202 Introduction to Economic Analysis: Macroeconomics (4) Examines the aggregate activity of a market economy, the problems that arise, such as inflation and unemployment, and how the government can use macroeconomic policy to address these problems. EC 201 strongly recommended preparation.
311 Intermediate Microeconomic Theory (4) Consumer and firm behavior, market structures. General equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: EC 201, MATH 111. Students cannot receive credit for more than one of EC 311, FIN 311, and FIN 311H.

313 Intermediate Macroeconomic Theory (4) Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies. Prereq: EC 202. EC 311 strongly recommended.

320 Introduction to Econometrics I (4) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Includes laboratory section in Social Science Instructional Laboratory. Prereq: MATH 242, 243.

327 Introduction to Game Theory (4) Introductory course in game theory. Develops game-theoretic methods of rational decision making and equilibriums, using many in-class active games. Prereq: EC 101 or 201.

330 Urban and Regional Economic Problems (4) Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 201.

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

340 Issues in Public Economics (4) Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. Prereq: EC 201.

350 Labor Market Issues (4) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201.

360 Issues in Industrial Organization (4) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201.

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

380 International Economic Issues (4) Exchange across international boundaries, theory of comparative advantage, balance of payments and adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and policy. Prereq: EC 201.

390 Problems and Issues in the Developing Economies (4) Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the "North-South debate." Prereq: EC 201.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

404 Internship: [Topic] (1-4R) R for maximum of 4 credits.

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

407/507 Seminar: [Topic] (1-5R) Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

408/508 Workshop: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-5R) Prereq: EC 311, 320.

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

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

418, 419 Economic Analysis of Community Issues I,II (2,4) Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies. Prereq: EC 311, 320.

421 Introduction to Econometrics II (4) Analysis of departures from classical regression assumptions, corrections, and other related topics. Includes laboratory section in Social Science Instructional Laboratory. Prereq: EC 320.

422/522 Economic Forecasting (4) Basic techniques of economic forecasting that are typically used in a business environment. Prereq: EC 320; coreq: EC 421.

423/523, 424/524, 425/525 Econometrics (4,4,4) Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures. Prereq for 423/523: MATH 281, 341; MATH 282 and 461 strongly recommended. Prereq for 424/524: EC 423/523. Prereq for 425/525: EC 424/524.
427/527 Games and Decisions (4) Game-theoretic methods of decision-making. Topics may include extensive-form games, noncredible threats, subgame perfect equilibrium, strategic-form games, undominated strategies, Nash equilibrium, coalitional games, and the core. Prereq: EC 311, 320. 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, 320.

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, 320.

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, 320.

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, 320.

440/540 Public Economics (4) Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency. Prereq: EC 311, 320.

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, 320.

450/550 Labor Economics (4) Supply and demand for labor, wage determination, minimum wage and worker exploitation, hedonic analysis of risk, human capital investments, labor market signaling and sorting, discrimination, uncertainty, and job matching. Prereq: EC 311, 320.

451/551 Issues in Labor Economics (4) Topics may include the determination of wages, employment, and unemployment; globalization and immigration; income inequality; internal labor markets; the role of unions; human capital, education, and schools. Prereq: EC 311, 320.

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, 320.

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, 320.

462/562 Economics of Transportation (4) Examines economic transportation issues and models, including regulation, demand-cost modeling, productivity analysis, random utility and choice modeling, and spatial economics. Prereq: EC 311, 320.

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, 320.

471/571 Monetary Theory (4) Money creation, deficit finance, and taxation in monetary economies. Topics may include the government budget constraint, causes and consequences of inflation, Richardian equivalence, and seigniorage. Prereq: EC 311, 313, 320.

480/580 International Finance (4) Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, "open-economy" macroeconomic issues. Prereq: EC 311, 313, 320.

481/581 International Trade (4) Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs unions, free versus restricted trade. Prereq: EC 311, 320.

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, 320.

490/590 Economic Growth and Development (4) Experience of developed countries and theories of development. Analysis of specific development programs, role of agriculture, sources of investment, techniques and strategies of investment planning. Prereq: EC 311, 313, 320.

491/591 Issues in Economic Growth and Development (4) Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 311, 313, 320.
493/593 The Evolution of Economic Ideas (4) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 311, 313, 320.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

607 Seminar: [Topic] (1-5R) Regularly offered topics are econometrics; game theory; growth and development; industrial organization; micro- and macroeconomic theory; and environmental, experimental, health, international, labor, and public economics.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-21R) Graduate teaching fellows may earn 3 credits a term; available to other graduate students with department head's consent.

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English

Karen J. Ford, Department Head
541-346-3911
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Faculty

Michael G. Aronson, associate professor (film studies). BA, 1994, Pennsylvania; MA, 1997, PhD, 2002, Pittsburgh. (2003)

Martha J. Bayless, professor (medieval literature). BA, 1980, Bryn Mawr; MA, 1984, PhD, 1990, Cambridge. (1989)

Carolyn Bergquist, senior instructor (Renaissance literature; rhetoric and composition); director, Composition Program. BA, 1994, California State, Stanislaus; MA, 1996, PhD, 2003, Oregon. (2003)

Elizabeth A. Bohls, associate professor (18th-century literature). BA, 1979, Mount Holyoke College; PhD, 1989, Stanford. (1998)

Tina Boscha, senior instructor (creative writing). BA, 1995, Calvin College; MFA, 2003, Oregon. (2003)

Lara Bovilsky, associate professor (Renaissance literature and culture; graduate professionalism); director, graduate studies. BA, 1995, Brown; MA, 1998, PhD, 2001, Duke. (2008)

Kirby Brown, assistant professor (Native and ethnic American literatures). BA, 1997, Texas, Austin; MA, 2005, Texas, San Antonio. (2011)

Stephanie Clark, assistant professor (medieval literature). BA, 2002, Texas, Dallas; MA, 2004, PhD, 2011, Illinois, Urbana-Champaign. (2011)

Michael Copperman, senior instructor (creative writing). BA, 2002, Stanford; MFA, 2006, Oregon. (2006)

James R. Crosswhite, professor (rhetoric, writing, critical theory). BA, 1975, California, Santa Cruz; MA, 1979, PhD, 1987, California, San Diego. (1989)

Dianne M. Dugaw, professor (17th- and 18th-century literature, British and American folklore). BA, 1971, Portland; MA, 1976, PhD, 1982, California, Los Angeles. (1990)

Karen J. Ford, professor (poetry and poetics, modern poetry, American literature). BA, 1978, California State, Sacramento; MA, 1981, California, Davis; PhD, 1989, Illinois, Urbana-Champaign. (1992)

Lisa Freinkel, associate professor (Renaissance literature, contemplative studies). BA, 1987, Harvard; MA, 1989, PhD, 1993, California, Berkeley. (1995)

John T. Gage, professor (rhetoric, writing, modern poetry). BA, 1969, MA, 1971, PhD, 1976, California, Berkeley. (1980)

Miriam Gershow, senior instructor (composition). BS, 1992, Michigan, Ann Arbor; MFA, 2002, Oregon. (2004)

Lisa M. Gilman, associate professor (folklore). BA, 1993, Oregon; MA, 1996, PhD, 2001, Indiana. (2005)

Warren Ginsberg, College of Arts and Sciences Distinguished Professor and Philip H. Knight Professor of Humanities (medieval literature). MA, 1971, State University of New York, Stony Brook; PhD, 1975, Yale. On leave 2013-14. (2000)

Sangita Gopal, associate professor (postcolonial literature and film). BA, 1990, Calcutta; MA, 1995, PhD, 2000, Rochester. On leave winter-spring 2014. (2004)

Kathleen Horton, senior instructor (English). BA, 1989, Saint Martin's; MA, 1991, PhD, 1995, Oregon. (2005)

Kathleen Rowe Karlyn, professor (film studies). BA, 1969, Connecticut; MLA, 1973, Johns Hopkins; PhD, 1992, Oregon. (1994)

C. Anne Laskaya, associate professor (medieval literature, women writers, rhetoric). BA, 1976, Lawrence; BMus, Lawrence Conservatory of Music; MA, 1978, PhD, 1989, Rochester. (1983)

David Leiwei Li, Collins Professor of the Humanities (Asian American literature and culture). BA, 1982,

Shanghai Foreign Languages Institute; MA, 1986, Indiana University of Pennsylvania; PhD, 1991, Texas, Austin. (1999)
Quinn Miller, assistant professor (film and media studies). BA, 2003, Chicago; MA, 2005, PhD, 2010, Northwestern. (2012)

Kathleen O'Fallon, senior instructor (Victorian literature, early 20th-century literature, film). BS, 1972, MS, 1980, Kansas State; MA, 1984, PhD, 1998, Oregon. (1999)

Priscilla P. Ovalle, associate professor (film, Latino cinema). BS, 1998, Emerson College; MA, 2001, California, Los Angeles; PhD, 2006, Southern California. On leave 2013-14. (2006)

Paul W. Peppis, associate professor (modern British literature); associate department head. BA, 1984, Williams; MA, 1987, PhD, 1993, Chicago. (1995)

Forest Pyle, professor (romanticism, literary theory). BA, 1980, MA, 1983, PhD, 1988, Texas, Austin. (1988)

Mark Quigley, associate professor (Irish literature, 20th-century literature). BA, 1992, Stanford; MA, 1997, PhD, 2003, California, Los Angeles. On leave 2013-14. (2006)

William Rossi, professor (19th-century American literature); director of undergraduate studies. BA, 1972, MA, 1979, Missouri; PhD, 1986, Minnesota. (1989)

George Rowe, professor (Renaissance literature); editor, *Comparative Literature*. BA, 1969, Brandeis; MA, 1971, PhD, 1973, Johns Hopkins. (1985)

Lee Rumbarger, instructor (modern literature, women's studies). BA, 1998, George Washington; MA, 2001, PhD, 2006, Texas, Austin. (2011)

Benjamin D. Saunders, professor (Renaissance literature, comics studies). BA, 1991, East Anglia; MPhil, 1992, Cambridge; PhD, 2000, Duke. (2000)

Gordon M. Sayre, professor (early American literature, 18th-century literature, folklore). BA, 1988, Brown; PhD, 1993, State University of New York, Buffalo. (1993)

Steven Shankman, College of Arts and Sciences Distinguished Professor (18th-century literature, the classical tradition, comparative literature); UNESCO Chair in Transcultural Studies, Interreligious Dialogue, and Peace. BA, 1969, Texas, Austin; BA, 1971, MA, 1976, Cambridge; PhD, 1977, Stanford. On leave fall 2013-winter 2014. (1984)

Deborah L. Spillman, assistant professor (19th-century literature). BA, 1993, Rochester; PhD, 2002, Pennsylvania. (2005)

Courtney Thorsson, assistant professor (African American literature, 19th- and 20th-century American literature, food studies). BA, 2000, Virginia; MA, 2004, MPhil, 2006, PhD, 2009, Columbia. (2009)

Corbett Upton, instructor (Central American poetry). BA, 2001, Arizona State; MA, 2006, PhD, 2010, Oregon. (2010)

David J. Vazquez, associate professor (Latino literature, 20th-century literature, ethnic studies). BA, 1988, South Florida; MA, 1998, PhD, 2004, California, Santa Barbara. (2003)

Mark Whalan, Robert D. and Eve E. Horn Endowed Chair in English and American Literature; professor (modern and 20th-century literature). BA, 1995, Warwick; MA, 1996, Durham; PhD, 2002, Exeter. (2011)

Elizabeth A. Wheeler, associate professor (post-1945 literature, cultural studies, disability studies). BA, 1982, Bowdoin; MA, 1988, City University of New York; PhD, 1996, California, Berkeley. (1996)

John C. Witte, senior instructor (poetry). BA, 1971, Colby; MFA, 1977, Oregon. (1979)

Daniel N. Wojcik, professor (folklore, popular culture). BA, 1978, California, Santa Barbara; MA, 1986, PhD, 1992, California, Los Angeles. (1991)

Henry B. Wonham, professor (19th- and 20th-century American literature). BA, 1983, Princeton; PhD, 1991, Virginia. On leave 2013-14. (1995)

Mary E. Wood, professor (19th-century American literature, gender studies). BA, 1978, Yale; MA, 1980, PhD, 1987, Stanford. (1987)

Emeriti

Roland Bartel, professor emeritus. BA, 1947, Bethel; PhD, 1951, Indiana. (1951)

James L. Boren, professor emeritus. BA, 1965, San Francisco State; MA, 1967, PhD, 1970, Iowa. (1970)

William Cadbury, professor emeritus. BA, 1956, Harvard; MS, 1957, PhD, 1961, Wisconsin, Madison. (1961)

Suzanne Clark, professor emerita. BA, 1961, MA, 1965, Oregon; PhD, 1980, California, Irvine. (1990)

Edwin L. Coleman II, professor emeritus. BA, 1961, MA, 1962, San Francisco State; PhD, 1971, Oregon. (1971)
James W. Earl, professor emeritus. BA, 1967, Bucknell; PhD, 1971, Cornell. (1987)

Marilyn Farwell, professor emerita. BA, 1963, MacMurray; MA, 1966, PhD, 1971, Illinois. (1971)

Thelma Greenfield, professor emerita. BA, 1944, MA, 1947, Oregon; PhD, 1952, Wisconsin, Madison. (1963)

Robert Grudin, professor emeritus. BA, 1960, Harvard; MA, 1963, PhD, 1969, California, Berkeley. (1971)

Joseph A. Hynes Jr., professor emeritus. AB, 1951, Detroit; AM, 1952, PhD, 1961, Michigan. (1957)

Ruth F. Jackson, senior instructor emerita. BA, 1929, MA, 1933, Oregon. (1955)

Gloria E. Johnson, professor emerita. BA, 1944, Barnard; MA, 1946, PhD, 1954, Columbia. (1959)

Linda Kintz, professor emerita. BA, 1967, Texas Tech; MA, 1969, Southern Methodist; PhD, 1982, Oregon. (1988)

Julia Lesage, professor emerita. MA, 1962, PhD, 1972, Indiana. (1988)

Glen A. Love, professor emeritus. BA, 1954, MA, 1959, PhD, 1964, Washington (Seattle). (1965)

William Rockett, associate professor emeritus. BA, 1961, MA, 1963, Oklahoma; PhD, 1969, Wisconsin, Madison. (1966)

Ralph J. Salisbury, professor emeritus. BA, 1949, MFA, 1951, Iowa. (1961)

Sharon R. Sherman, professor emerita. PhB, 1965, Wayne State; MA, 1971, California, Los Angeles; PhD, 1978, Indiana. (1976)

Richard L. Stein, professor emeritus. BA, 1965, Amherst; AM, 1966, PhD, 1970, California, Berkeley. (1976)

Richard C. Stevenson, professor emeritus. AB, 1961, AM, 1963, PhD, 1969, Harvard. (1968)

Nathaniel Teich, professor emeritus. BS, 1960, Carnegie-Mellon; MA, 1962, Columbia; PhD, 1970, California, Riverside. (1969)

Louise Westling, professor emerita. BA, 1964, Randolph-Macon Woman's; MA, 1965, Iowa; PhD, 1974, Oregon. (1985)

George Wickes, professor emeritus. BA, 1944, Toronto; MA, 1949, Columbia; PhD, 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

Louise M. Bishop, honors college

David A. Frank, honors college

Michael Hames-García, ethnic studies

Lee Rumbarger, Teaching and Learning Center

Undergraduate Studies

With nearly fifty full-time faculty members, the Department of English offers students a broad foundation in traditional British, American, and Anglophone literary studies, as well as intensive course work in interdisciplinary studies, emerging media, and current critical methodologies. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers. The study of English opens doors to many careers. All fields of endeavor place high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the skill most frequently cited by business professionals as desirable. A major in English, with judiciously selected electives, prepares students not only to find that essential first job but also to possess the breadth of outlook and depth of perspective that become increasingly important in subsequent phases of their careers. A student preparing for graduate study in English should construct an appropriate course of undergraduate study in consultation with a faculty advisor.

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 advisor. The major requirements for the degree of bachelor of arts (BA) 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 BA 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 WRÂ 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 literature or writing or a combination of both to total 36 credits. No more than 8 credits of ENG 401, 403, 405 or WR 408 or CRWR 405, 408 can be used to fulfill this requirement

Honors Program in English

The program provides qualified undergraduate majors with special options for fulfilling departmental requirements. Honors students interested in the intensive study of literature in small discussion seminars independently explore a special topic of their own choosing, under the guidance of a faculty member. Typically, students spend a major portion of the senior year writing their honors thesis.

Requirements

1. Completion of all English department requirements
2. Minimum of two terms of Seminar: Capstone (ENG 407)
3. Two terms of Thesis (ENG 403), a directed program of study or creative writing under the guidance of an appropriate advisor
4. Senior thesis-either a critical essay of thirty-five to fifty pages or a substantial piece of creative writing. The thesis must by approved by the advisor and a second reader (typically both faculty members in English) after an oral defense

Admission and Supervision. Applicants must have a cumulative GPA of 3.70 in their English courses and completed at least two upper-division English courses and, if possible, all lower-division major requirements, including the Introduction to the English Major sequence (ENG 220-222). Admission is based on the applicant's academic record, a brief description of the applicant's proposed project, and the recommendation of two faculty members in the department.

To apply for admission to the honors program, contact Paul Peppis, the program director and associate department head.

Minor in English

The English minor requires 24 credits of approved course work selected from the documents titled *University of Oregon English Major Requirements* and *Advising Supplement*, which are updated each year. Both documents are available in the English department office. Only courses with the ENG subject code and writing courses numbered WR 320, 321, or 423 may be used for the minor. Introduction to Literature (ENG 104, 105, 106) and transfer equivalents may not be used to satisfy minor requirements. A maximum of 8 credits may be taken in

lower-division courses, and all upper-division courses must be taken in residence at the University of Oregon. Course work must be taken for letter grades and passed with grades of mid-C or better.

Minor in Comics and Cartoon Studies

This interdisciplinary minor in comics and cartoon studies presents students with an international, historical, and critical perspective on the art of comics, from editorial cartoons to comic books to graphic novels. In taking courses for this minor, students will be required to think beyond accustomed disciplinary boundaries and to analyze and experiment with the interaction of visual and linguistic systems of meaning.

To qualify for the minor, students must take 24 credits of approved courses, including one required course, Introduction to Comics Studies (ENG 280). The remaining courses may be selected from the range of comics-related courses offered through the Departments of Art, Comparative Literature, East Asian Languages and Literatures, English, Ethnic Studies, History of Art and Architecture, and Romance Languages, the Arts and Administration Program, and the School of Journalism and Communication. For details regarding these courses, students should consult the list of offerings available in the Department of English office or online at http://pages.uoregon.edu/engl.

No more than 12 credits may be taken in lower-division courses, and course work must be passed with grades of mid-C or better.

Minor in Writing, Public Speaking, and Critical Reasoning

The minor in writing, public speaking, and critical reasoning prepares undergraduates for active and effective participation in the complex, diverse, and ever-changing communicative situations they will face after graduation. The minor requires 24 credits of approved course work, as follows:

- Two courses (8 credits) in writing selected from WR 123, 320, 321, 423; ENG 404, 413
- Two courses (8 credits) in rhetoric (at least one of which must be ENG 200 or 330) and selected from ENG 200, 330, 491, 492, 493
- Two courses (8 credits) in reasoning selected from PHIL 103, 325; ENG 335
- A capstone course, ENG 494, may be taken to satisfy one of the writing, rhetoric, or reasoning course requirements

Certificate in Film Studies

The certificate in film studies requires 36 credits: 12 credits in Group 1 and 24 upper-division credits in Groups 2, 3, and 4. Students must earn a grade of mid-C or better in required courses, including independent studies.

Group 1: Introduction to Film Studies. Media Aesthetics (ENG 260) and History of the Motion Picture (ENG 265, 266)

Group 2: Aesthetics, Theory, and Methods of Film Studies. At least one course from English, music, journalism and communication, or other schools or departments on media production and industries, film history, music, genres, and other topics emphasizing the aesthetic aspects of film.

Group 3: Film and Society. At least two courses from foreign-language departments, English, the social sciences, journalism and communication, or other departments and schools on national cinemas-China, France, Germany, Russia or other nations-and other topics emphasizing the social aspects of film.

Group 4: Electives. At least two electives selected in consultation with an advisor in the film studies area. These courses can be in a related field, such as theater arts, or another film course.

As many as four credits in independent study can be applied to any one of the group requirements except Group 1.

Kindergarten through Secondary Teaching Careers

Students who complete a degree in English are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available from the department's education advisors, Elizabeth Wheeler and Mary Wood; 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, and cultural studies. It offers the master of arts (MA) and doctor of philosophy (PhD) 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 MA for students who want to study beyond the BA but who do not plan to complete a PhD Students whose goal is a doctorate should apply for admission to the department's doctoral program (described below). Students who complete the MA program at the University of Oregon and want to enter the PhD program must reapply to the department for admission into that program.

Admission Requirements

1. An undergraduate grade point average (GPA) of at least 3.50 or, if the student has 12 or more credits of graduate work in English, a graduate GPA of 3.50 or better
2. The submission of a score on the verbal section of the general test of the Graduate Record Examinations (GRE)
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 90 on the Internet-based test

Admission Procedures

Information on applying to the graduate program may be obtained from the department website or from the department office. Application materials are submitted electronically at https://gradweb.uoregon.edu/online_app/application/guidelines2.htm . The following information is part of the application process and must be submitted electronically:

- Degree transcripts (unofficial copies are acceptable)
- Contact information (names, e-mail addresses) for three people willing to write letters of recommendation
- A personal statement (500-word maximum) of background and objectives in pursuing the course of study
- A writing sample that demonstrates the applicant's ability in literary or cultural studies (5,000-word maximum, including bibliography and notes)

In addition to the transcripts uploaded to the online application, official copies of transcripts should be mailed to the Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1286.

Information about graduate teaching fellowships may be found on the department website.

The application deadline for admission is January 15. Candidates are admitted only for fall term.

The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional.

Degree Requirements

Language Requirement

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 required levels on the College Level Examination Program (CLEP) test; or passing the Toronto Medieval Latin examination at the master's level.

Courses

Students must take twelve formal 600-level seminars for the MA degree, three in designated distribution areas:

Introduction to Graduate Studies in English (ENG 690)

One course from areas A, B, or C and one from areas D, E, or F (film and folklore courses are included under the appropriate time period):

a. Pre-1500

b. Renaissance
c. 1600-1800

d. 19th century

e. 20th century

f. Rhetoric or advanced theory

A master's thesis may be substituted for one of these courses with the prior approval of the director of graduate studies in consultation with the faculty thesis advisor. The MA thesis is a substantial scholarly essay researched and written over two terms during the second year of study.

A minimum cumulative GPA of 3.50 in all graduate course work at the UO is required for completion of the MA degree. At least nine courses must be taken in residence at the University of Oregon.

Interdisciplinary MA

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 PhD at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an MA prior to being admitted may receive the MA 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 MA requirements listed in the **Graduate School** section of this catalog).

The number of places in the PhD program is limited, and admission is competitive.

Admission Requirements

1. A bachelor of arts (BA) or a master of arts (MA) in English or a related field, with at least a 3.50 graduate grade point average (GPA)
2. The submission of a score on the verbal section of the general test of the Graduate Record Examinations (GRE); the score on the subject test for literature in English is optional
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 MA degrees. The application deadline is December 15; candidates are admitted only for fall term.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Graduate School requires three consecutive terms (fall, winter, spring) with a minimum of 9 graduate credits of formal course work per term for the PhD year of residency; graduate teaching fellows must also enroll for a minimum of 9 graduate credits each term they hold a GTF appointment.

Degree Requirements

Second Language

The graduate language requirement for the doctoral degree is reading competence in two languages or high proficiency in one. Reading competence may be demonstrated in each of two foreign languages as specified under the language requirement for the MA 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 required levels on the College Level Examination Program (CLEP) test; or passing the Toronto Medieval Latin examination at the PhD 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 Literary and Cultural Theory (ENG 614)

Introduction to Graduate Studies in English (ENG 690)

Two courses from areas A, B, C and two from areas D, E, F (film and folklore courses are included under the appropriate time period):

a. Pre-1500

b. Renaissance

c. 1660-1800

d. 19th Century

e. 20th Century

f. Rhetoric or advanced 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 advisor and the director of graduate studies before the second year of study.

Structured Emphasis. Students may also define their individual plan of study according to one of seven structured emphasis options: ethnic literary studies, film studies, folklore, literature and the environment, medieval studies, poetry and poetics, or rhetoric and composition. Each emphasis has a focused set of courses and a special section.

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 advisor.

A cumulative GPA of 3.50 or better in all graduate work at the UO is the minimum requirement for satisfactory progress toward the PhD

Students who have completed twelve graduate-level English courses (nine taken at the university), attained reading knowledge of one foreign language, and maintained a cumulative GPA of 3.30 or better may apply for the MA degree with a specialty in English or American literature.

Breadth Examination

Doctoral candidates must take the PhD breadth examination at the beginning of the third year of study, or, if they enter with 6 or more transfer credits, at the beginning of the second year of study. The student and the student's advisor select two examination fields chosen for proximity to and/or importance for the separate, primary research field and project. These fields may provide broad familiarity with readings, texts, or methods that will inform dissertation research, and may also develop areas of relevant professional or teaching competence. They may include historical fields adjacent to the primary research field; genres; or areas of critical theory. The examination includes written (take-home) and oral components based on reading lists generated by the student in consultation with faculty examiners and approved by the Graduate Committee. A student must pass the breadth examination in order to take the PhD major field examination, administered the following year. Students who fail either written portion of the breadth examination do not take the oral portion until they have retaken and passed the failed written part; retakes will occur at the end of that term, postponing the PhD major field examination to the following term.

Major Field Examination

After students in the PhD program have completed their course work, they must take a two-and-a-half-hour major field examination. Typically taken fall term following completion of all course work and the language requirement, the major field examination provides each student with the opportunity to present and defend a short paper on a topic related to the dissertation. The examination also allows the student to demonstrate expertise in his or her field of specialization. It is divided into two parts:

1. A discussion of a relatively broad field of study that provides a context for the topic or problem examined in part 2
2. A prepared presentation by the student on a topic or problem of the student's choice that is related to the dissertation, followed by a discussion of that topic

The topic and areas covered by the major field examination are defined, in the form of a project description and reading list, by the student in consultation with an advisor or advisors and must be approved by the English department graduate committee. As a supplement to the major field examination, a student may choose to complete a one- to two-hour written examination on part 2. The major field examination may be retaken only once.

PhD Dissertation

After completing all other degree requirements, the candidate should consult with a faculty advisor willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

Expository Writing

The English department offers required and elective courses in expository writing for all university students to help them improve their ability to write clearly and effectively. Students must fulfill the university writing requirement of two composition courses or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents. Students should complete the writing requirement-with course work, by exemption, or by waiver examination-early in their studies.

Exemptions. A score of 710 and better on the College Board (CB) recentered SAT I waives the first-term writing course. No credit is given for this waiver. A test score of 650 on the SAT I-Verbal examination taken before recentering (April 1995) also waives WR 121. A student with a CB score of 3, 4, or 5 on the Advanced Placement (AP) English Language and Composition examination receives credit for WR 121. For students who take the American College Test (ACT), a score of 32 waives WR 121. No credit is given for this waiver.

Waiver Examinations. Waiver examinations for WR 121 and 122 are offered during the first week of classes, fall through spring terms, at the UO Testing Office, 238 University Health and Counseling Center Building; call 541-346-3230. Call or visit the Testing Office to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term. The essay exams are graded pass/no pass by three members of the Department of English composition committee. Students who do not pass may not retake the examination and should register for the appropriate writing course as soon as possible. Students who pass the exam have an "exemption by exam" notation for either WR 121 or 122 placed on their degree audit. Waiver exams are not returned to students, nor are they used as a teaching device. Additional help and special tutoring are available to students through the University Teaching and Learning Center.

Placement

Students for whom English is the native language are placed in their first writing course based on their SAT or ACT verbal scores. Depending on entrance exam scores, advanced placement exams, or college transfer courses, students may be required to satisfy additional prerequisites for placement in WR 121. These may include AEIS 110, 111, 112 (taught in the Department of Linguistics).

Nonnative Speakers. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers

should inquire at the American English Institute, 107 Pacific Hall, for placement test dates.
Transfer Students. Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and catalog descriptions to the composition office, Department of English, for evaluation.

English Courses (ENG)

Not every course listed here can be offered every year; students should consult the class schedule.
104, 105, 106 Introduction to Literature (4,4,4) Works representing the principal literary genres. **104:** fiction. **105:** drama. **106:** poetry. Bayless, Ford, Gage, Spillman, Witte, Wood.

107, 108, 109 World Literature (4,4,4) Reading and analysis of selected works in a global survey from ancient to modern. **107:** ancient literatures, 2500 B.C.E.-1500 C.E. **108:** early modern period to the industrial revolution, 1500 C.E.-1789 C.E. **109:** industrial revolution onward, 1789 C.E.-present. Laskaya, Shankman, Wood.

110 Introduction to Film and Media (4) Basic critical approaches to film and media studies. Analysis and interpretation of film and media. Aronson, Karlyn, Miller, Ovalle.

199 Special Studies: [Topic] (1-5R)

200 Public Speaking as a Liberal Art (4) Study and practice of public speaking as grounded in the five rhetorical canons of invention, arrangement, style, delivery, and memory. Prereq: WR 122 or equivalent. Frank, Gage, Horton, Wheeler.

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. Bovilsky, Freinkel, Rowe, Saunders.

210, 211 Survey of English Literature (4,4) The principal works of English literature selected to represent major writers, literary forms, and significant currents of thought. **210:** to 1789. **211:** 1789 to the present. Horton, Quigley, Peppis. ENG 210 not offered 2013-14.

215, 216 Survey of American Literature (4,4) American literature from its beginnings to the present. **215:** to 1850. **216:** 1850 to the present. Gage, O'Fallon, Rossi, Sayre, Wonham, Wood.

220, 221, 222 Introduction to the English Major (4,4,4) Chronological study of literary works in English considered in the context of cultural histories. **220:** beginnings to 17th century. **221:** 17th to 19th centuries. **222:** 19th century to present. Prereq for 222: ENG 220 or 221. Laskaya, Peppis, Saunders.

225 Age of King Arthur (4) Introduction to the literature of the Middle Ages set against the backdrop of medieval culture. Bayless, Clark, Laskaya.

230 Introduction to Environmental Literature (4) Introduction to literature that examines the human place in the natural world. Consideration of how writers understand environmental crises and scientific ideas of their generation. Carruth, Rossi, Sayre, Westling.

241 Introduction to African American Literature (4) African American literature and culture in relevant intellectual, social, and historical contexts. Thorsson.

242 Introduction to Asian American Literature (4) Asian American literature and culture in relevant intellectual, social, and historical contexts. Li.

243 Introduction to Chicano and Latino Literature (4) Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts. Vazquez.

244 Introduction to Native American Literature (4) Native American literature and culture in relevant intellectual, social, and historical contexts. Brown.

245 Introduction to Ethnic American Literature: [Topic] (4R) American ethnic literature and culture in relevant intellectual, social, and historical contexts. **R** once when topic changes for a maximum of 8 credits. Brown, Ford, Gopal, Li, Sayre, Thorsson, Vazquez. Not offered 2013-14.

246 Introduction to Global Literatures in English: [Topic] (4R) World Anglophone literature presented as literary responses to colonial history, displacement, and exile in order to understand English as a global language of literary expression. **R** once when topic changes for a maximum of 8 credits. Gopal, Li. Not offered 2013-14.

260 Media Aesthetics (4) Conventions of visual representation in still photography, motion pictures, and video. Aronson, Karlyn, Miller, Ovalle.

265, 266, 267 History of the Motion Picture (4,4,4) The historical evolution of cinema as an institution and art form from its origins to present. Sequence. Aronson, Gopal, Karlyn, Ovalle.

270 Introduction to Narrative Cinema Production (4) Focuses on basic theory and practice of digital video for narrative production. Aronson, Ovalle.

280 Introduction to Comics Studies (4) Introduction to the art of comics and the methodologies of comics studies. Saunders.

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. Crosswhite, Laskaya.

313 Teen and Children's Literature (4) Books for young readers, their social implications and historical context, from the 19th century to the present. Coreq: ENG 404 Community Literacy. Wheeler.

315 Women Writers' Cultures: [Topic] (4R) Women's writing in a particular cultural matrix (race, ethnicity, class, sexual orientation, region, religion) examined in the context of feminist literary theories. **R** thrice for a maximum of 16 credits. Karlyn, Laskaya, Wood.

316 Women Writers' Forms: [Topic] (4R) Women's writing in a particular genre or form (prose, fiction, drama, poetry, autobiography, folksong) examined in the context of current feminist literary theories. **R** thrice for a maximum of 16 credits. Dugaw, Ford, Gopal, Wood.

321, 322, 323 English Novel (4,4,4) 321: rise of the novel from Defoe to Austen. **322:** Scott to Hardy. **323:** Conrad to the present. Bohls, Quigley, Spillman.

325 Literature of the Northwest (4) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Witte.

330 Oral Controversy and Advocacy (4) In-depth study of the habits of research, reasoning, selection, and presentation necessary for ethical and effective oral advocacy on contested topics. Not open to freshmen. Prereq: WR 122 or equivalent.

335 Inventing Arguments (4) Analysis and use of patterns of reasoning derived from the disciplines of rhetoric, informal logic, cognitive science, and the theory of argumentation. Prereq: WR 122 or equivalent. Crosswhite, Gage.

340 Jewish Writers (4) Forms and varieties of fiction, poetry, and drama by Jewish writers from the 19th century to the present.

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 2013-14.

360 African American Writers (4) Examines the origins and development of African American writing in relevant cultural, social, and historical contexts. Thorsson.

361 Native American Writers (4) Examines the origins and development of Native American literature and culture in relevant intellectual, social, and historical contexts. Sophomore standing required. Brown, Sayre.

362 Asian American Writers (4) Examines the origins and development of Asian American literature and culture in relevant intellectual, social, and historical contexts. Sophomore standing required. Li. Not offered 2013-14.

363 Chicano and Latino Writers (4) Examines the origins and development of Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts. Prereq: sophomore standing. Vazquez.

364 Comparative Ethnic American Literatures (4) Comparative examination of major issues in African, Asian, Chicano, and Native American writing in relevant contexts. Prereq: sophomore standing. Brown, Li, Sayre, Vazquez. Not offered 2013-14.

365 Global Literatures in English (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. Sophomore standing required. Gopal, Li.

380 Film, Media, and History (4) Study of the history of institutions and industries that shape production and reception of film and media. Aronson, Karlyn, Miller, Ovalle.

381 Film, Media, and Culture (4) Study of film and media as aesthetic objects that engage with communities identified by class, gender, race, ethnicity, and sexuality. Aronson, Karlyn, Miller, Ovalle.

385 Graphic Narratives and Cultural Theory (4) Survey of 20th- and 21st-century graphic novels in the context of cultural theory. Offered alternate years. Miller.

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. O'Fallon, 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. Gage, O'Fallon, Peppis, Pyle, Quigley, Wood.

399 Special Studies: [Topic] (1-5R)

Junior standing is a prerequisite for 400-level courses.
401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

404 Internship: [Topic] (1-6R) On- or off-campus internship in a variety of writing or literacy-related settings in connection with designated courses.

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

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

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

412/512 Literary Editing (4) Study of principles and practices of editing contemporary literature. Prepares the student for work in the trade. Witte.

413/513 Theories of Literacy (4) Approaches to literacy through literary theory, rhetoric, and cultural studies. Examines issues involved with school and community literacy. Pre- or coreq: ENG 404, 604 Community Literacy. Rumbarger, Wood.

417/517 History of Literary Criticism (4) Studies in the theory and practice of literary criticism from Plato and Aristotle through the New Critics. Clark, Crosswhite, Pyle, Shankman. Not offered 2013-14.

420/520 The Art of the Sentence (4) Analysis of English grammar and style in literary and academic contexts. Junior standing required. Offered alternate years. Bergquist.

421/521 The Bible and Literature (4) The Bible, Old and New Testaments, as a model for and influence on secular literature. Horton. Not offered 2013-14.

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. Clark.

425 Medieval Romance (4) Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English. Laskaya. Not offered 2013-14.

427 Chaucer (4) Close textual study of selected Canterbury Tales in Middle English; instruction in the grammar and pronunciation of Chaucer's language. Bayless, Earl, Ginsberg, Laskaya.

428/528 Old English I (4) Introduction to the Old English language. Bayless, Earl.

429/529, 430/530 Old English II,III: [Topic] (4,4) 429/529: study of Old English prose or poetry in the original language. **430/530:** study of Beowulf or works by other major Old English authors in the original language. Pre- or coreq for 429: ENG 428/528. Pre- or coreq for 430: ENG 429/529. **R** twice when topic changes. Bayless, Earl.

434/534 Spenser (4) Examines the works of Edmund Spenser. Rowe. Not offered 2013-14.

436/536 Advanced Shakespeare (4) Detailed study of selected plays, poetry, or both. Bovilsky, Freinkel, Rowe, Saunders. Not offered 2013-14.

438/538 Shakespeare's Rivals (4) Representative plays by Ben Jonson, Thomas Middleton, John Webster, and other early 17th-century dramatists. Rowe. Not offered 2013-14.

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.

442/542 Milton (4) Paradise Lost, Paradise Regained, and Samson Agonistes. Bovilsky. Not offered 2013-14.

446/546, 447/547, 448/548 Restoration and 18th-Century Literature (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.

451/551 19th-Century Studies: [Topic] (4R) Comparative studies of selected problems and figures on both sides of the Atlantic; treating topics in literature, the fine arts, and social history. **R** when topic changes. Pyle, Rossi, Spillman, Wood. Not offered 2013-14.

452/552 19th-Century British Fiction: [Topic] (4R) Close study of selected novels. **R** once when topic changes for maximum of 8 credits. Spillman. Not offered 2013-14.

454/554, 455/555 English Romantic Writers (4,4) Romantic thought and expression. **454/554:** the first generation-Blake, Coleridge, Dorothy and William Wordsworth. **455/555:** the second generation-Byron, Keats, Mary and Percy Bysshe Shelley. Junior standing required. Pyle.

457/557 Victorian Literature and Culture: [Topic] (4R) Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfiction prose; study of examples

of the visual arts and popular culture. Junior standing required. **R** when topic changes for a maximum of 8 credits. Alfano.

461/561 American Literature to 1800 (4) Readings in American poetry, nonfiction prose, drama, and fiction. Rossi, Sayre.

462/562 American Literature, 1800-1900 (4) Readings primarily in American poetry, nonfiction prose, drama, and fiction. Rossi, Wood.

466/566 Colonial and Postcolonial Literature: [Topic] (4R) Focused study of authors, genres, and literary movements related to literature written in English about and in former colonies of American or European nations. Junior standing required. **R** twice when topic changes for a maximum of 12 credits. Bohls, Gopal, Li, Quigley, Sayre.

467/567 American Literature, 1900-Present (4) Readings in American poetry, nonfiction prose, drama, and fiction. Ford, Gage, Wickes. Not offered 2013-14.

468/568 Ethnic Literature: [Topic] (4R) Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, Asian, or Chicano American. **R** twice when topic changes for a maximum of 12 credits. Brown, Ford, Li, Sayre, Thorsson, Vazquez.

469/569 Literature and the Environment: [Topic] (4) In-depth study of various topics related to literature and the environment including Bioart/Bioethics, Biosemiotics, Critical Animal Studies, Food Culture, Ideas of Wilderness, Rhetoric of Nature Writing, Virtual Ecologies. **R** thrice when topic changes for maximum of 16 credits. Crosswhite, Rossi, Westling.

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. Not offered 2013-14.

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.

479/579 Major Authors: [Topic] (4R) In-depth study of one to three major authors from medieval through modern periods. Not offered 2013-14.

480/580 Modern American Superhero (4) Examination of the path of the American comic book superhero and an exploration of the ways in which that journey reflects large processes of social change. Saunders. Not offered 2013-14.

481/581 Theories of the Moving Image: [Topic] (4R) Film, television, and video theory and criticism from formative film criticism to the present. Aronson, Karlyn, Miller, Ovalle. Not offered 2013-14.

485/585 Television Studies (4) Study of television's institutional contents and representational practices, including such television genres as serials, news, and reality TV. Offered alternate years. Miller, Ovalle.

486/586 New Media and Digital Culture (4) Study of media emerging from computer-based and digital techniques, including digital cinema, cyborgs, interactive games, multiplayer online simulations, and viral videos. Offered alternate years. Aronson, Miller.

488/588 Race and Representation in Film: [Topic] (4R) Screening, interpretation, and analysis of films from developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media. Junior standing required. **R** twice for a maximum of 12 credits. Brown, Gopal, Karlyn, Li.

490/590 Film Directors and Genres: [Topic] (4R) Aesthetic, historical, and theoretical analysis of films, video, and television. Aronson, Karlyn, Li.

491/591 Rhetoric and Ethics (4) Investigation of historical and contemporary theories of ethical rhetoric in both written and oral arguments. Prereq: WR 122 or 123. Gage.

492/592 History of Rhetoric and Composition (4) History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century. Crosswhite, Gage, Laskaya.

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. Crosswhite, Gage, Laskaya.

494 Reasoning, Speaking, Writing (4) Application of advanced study in argumentation theory, particularly procedural standards of rationality developed in recent argumentation studies, to selected public policy controversies. Gage.

496/596 Feminist Film Criticism: [Topic] (4R) Critical analysis of film and television texts from a feminist perspective. **R** when topic changes. Karlyn. Not offered 2013-14.

497/597 Feminist Literary Theory (4) Current and historical schools of literary theory that depend primarily on gender analysis. Not offered 2013-14.

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. Thorsson, Wood. Not offered 2013-14.

503 Thesis (1-16R)

Instructor's consent is required for 600-level courses.

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-21R)

604 Internship: [Topic] (1-6R) On- or off-campus internship in a variety of writing or literacy-related settings.

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

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

608 Workshop: [Topic] (1-16R)

609 Terminal Project (1-16R)

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

611 Composition Graduate Teaching Fellow Seminar I (1-3) Issues in pedagogy related to the university's writing requirement. Bergquist, Gage.

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. Bergquist, Gershow.

613 Graduate Teaching Fellow Composition Apprenticeship (1-3) Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent. Gershow.

614 Introduction to Literary and Cultural Theory (5) Introduces students to a number of the most important and influential developments in 20th-century literary and cultural theory. Graduate seminar. Pyle, Sayre, Vazquez.

615 Advanced Studies in Literary Theory: [Topic] (5R) Intensive study of one to three major theorists or a significant theoretical problem. Gilman, Li, Sayre. Not offered 2013-14.

620 Medieval Literature: [Topic] (5R) Recent offerings include Chaucer's Troilus and Criseyde, Humor and Vulgarity in Medieval Literature. Bayless, Clark, Ginsberg, Laskaya.

630 Renaissance Literature: [Topic] (5R) Recent offerings include Hamlet, Jacobean Potboilers, Renaissance Irrationalities. Bovilsky, Freinkel, Rowe, Saunders.

645 18th-Century Literature: [Topic] (5R) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Enlightenment and Revolution. Bohls, Dugaw, Sayre, Shankman.

650 19th-Century Literature: [Topic] (5R) Recent topics include Scottish Fiction and Cultural Nationalism, Heroine and the English Novel. Pyle, Spillman.

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. Brown, Ford, Rossi, Thorsson, Vasquez, Wheeler, Wonham, Wood.

670 Modern Literature: [Topic] (5R) Recent offerings include H. James, Modernist Politics, Environmental Humanities, Postmodernism. Gage, Peppis, Westling.

690 Introduction to Graduate Studies in English (5) Examination of selected professional, methodological, and theoretical issues. Bovilsky, Peppis.

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, Gopal, Karlyn, Li, Miller, Ovalle.

Expository Writing Courses (WR)

AEIS 110, 111, 112 Written Discourse I,II,III (4,4,4) See **Linguistics**

121 College Composition I (4) Written reasoning as discovery and inquiry. Frequent essays explore relationship of thesis to structure and audience. Strong focus on the process of revising. Regular work on editing. Prereq: SAT verbal score below 710 (650 if taken before April 1995), ACT verbal score below 32, or equivalent.

122 College Composition II (4) Written reasoning as a process of argument. Developing and supporting theses in response to complex questions. Attention to critical reading in academic setting. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.
123 College Composition III (4) Written reasoning in the context of research. Practice in writing documented essays based on the use of sources. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

195 Writing Tutorial (1R) Provides students concurrently enrolled in WR 121 with one-on-one tutoring. Enrollment priority based on entrance exam (SAT or ACT) scores. Coreq: WR 121. **R** once.

198 Independent Writing Project (1-3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

199 Special Studies: [Topic] (1-5R)

312 Principles of Tutoring Writing (4) The practice and ethics of tutoring writing in the context of writing in various academic disciplines. Theories of teaching, tutoring techniques, and assessment of writing.

320 Scientific and Technical Writing (4) Emphasis on form, function, and style of scientific, professional, and technical writing; weekly writing assignments include proposals, reports, definitions, instructions, summaries. Use of documentation in publication. Junior standing required. Prereq: completion of UO writing requirement. Upton.

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. Junior standing required. Prereq: completion of UO writing requirement. McBride, Upton.

399 Special Studies: [Topic] (1-5R) Sophomore standing required.

408/508 Independent Writing Projects (1-3R) Supervised writing projects in nonfiction prose. Prereq: composition director's consent.

410 Experimental Course: [Topic] (1-5R) Junior standing required.

423 Advanced Composition (4) Emphasis on critical thinking skills and rhetorical strategies for advanced written reasoning in different academic disciplines. Junior standing required. Prereq: completion of UO writing requirement. Crosswhite, Gage, Horton.

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Environmental Studies

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Faculty

Brendan J. M. Bohannan, associate professor (microbial ecology). See **Biology**.

Peg Boulay, instructor (environmental monitoring, wildlife conservation, outreach and education); codirector, environmental leadership and advising. BS, 1989, Furman; MS, 1992, Florida. (2009)

Scott D. Bridgham, professor (ecosystem ecology, climate change). See **Biology.**

Trudy Ann Cameron, Raymond F. Mikesell Professor of Environmental and Resource Economics (environmental economics). See **Economics**.

Matthew Dennis, professor (colonial and early national America, American cultural and environmental history, American Indian history). See **History**.

Alan Dickman, senior instructor with title of research associate professor. See **Biology**.

Kathryn A. Lynch, instructor (environmental leadership, tropical conservation, environmental education); codirector, environmental leadership and advising. BS, 1992, California, Davis; MA, 1995, PhD, 2001, Florida. (2005)

Richard D. Margerum, associate professor (collaborative environmental management, conflict management in multistakeholder processes). See **Planning, Public Policy and Management**.

Patricia F. McDowell, professor (river management and restoration). See **Geography**.

Ronald B. Mitchell, professor (environmental politics, international relations). See **Political Science**.

Brook Muller, associate professor (environmentally responsive architecture). See **Architecture**.

Kari Norgaard, associate professor (environment, climate-change denial). See **Sociology**.

Joshua J. Roering, associate professor (geomorphology, landscape evolution modeling). See **Geological Sciences** .

David Sutherland, assistant professor (ice-ocean interaction, coastal and estuarine oceanography). See **Geological Sciences.**

Ted Toadvine, associate professor (environmental ethics, ecophenomenology). See **Philosophy.**

Peter A. Walker, professor (environmental politics, political ecology). See **Geography**.

Marsha Weisiger, Rocky and Julie Dixon Chair of U.S. Western History; associate professor (environmental, Native American, American West). See **History**.

Louise Westling, professor (ecocriticism, environmental humanities). See **English.**

Richard York, associate professor (assessing anthropogenic driving forces of global environmental change). See **Sociology**.

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

Participating Faculty

Susan C. Anderson, German and Scandinavian

William S. Ayres, anthropology

Patrick J. Bartlein, geography

Carol Ann Bassett, journalism and communication

Carla Bengtson, art
Ann Bettman, landscape architecture
Aletta Biersack, anthropology
Thomas H. Bivins, journalism and communication
James Blanchard, physical education and recreation
Christopher Bone, geography
John E. Bonine, law
Gregory D. Bothun, physics
William E. Bradshaw, biology
Yvonne A. Braun, women's and gender studies
G. Z. Brown, architecture
Mark Carey, honors college
George C. Carroll, biology
Lawrence R. Carter, sociology
Katharine V. Cashman, geological sciences
Richard W. Castenholz, biology
Suzanne Clark, English
Shaul E. Cohen, geography
John S. Conery, computer and information science
William A. Cresko, biology
James R. Crosswhite, English
Edward B. Davis, Museum of Natural and Cultural History
Jerome Diethelm, landscape architecture
Rebecca J. Dorsey, geological science
Michael C. Dreiling, sociology
Jeffrey Edmundson, education studies
James R. Elliott, sociology
Richard B. Emlet, biology
Paul C. Engelking, chemistry and biochemistry
Arthur M. Farley, computer and information science
Mark Fonstad, geography
John B. Foster, sociology
John T. Gage, English
Dennis C. Galvan, international studies
Daniel Gavin, geography
Daniel Goldrich, political science
Jessica L. Green, biology
Patricia A. Gwartney, sociology
William T. Harbaugh, economics
Susan W. Hardwick, geography
Jill A. Harrison, sociology
Kenneth I. Helphand, landscape architecture
Michael Hibbard, planning, public policy and management
Anthony "Tim" Hicks, law
Richard G. Hildreth, law
Derrick Hindery, international studies

Janet Hodder, Oregon Institute of Marine Biology
Garrett K. Hongo, creative writing
Samantha Hopkins, honors college
Carl J. Hosticka, planning, public policy and management
David Hulse, landscape architecture
James E. Hutchison, chemistry and biochemistry
Renee A. Irvin, planning, public policy and management
Colin Ives, art
Grant Jacobsen, planning, public policy and management
Bart Johnson, landscape architecture
Mark Johnson, philosophy
Eric Jones, anthropology
Lamia Karim, anthropology
Craig Kauffman, political science
Douglas J. Kennett, anthropology
Lauren J. Kessler, journalism and communication
Svitlana Kravchenko, law
Gyoung-Ah Lee, anthropology
Glen A. Love, English
Bonnie Mann, philosophy
W. Andrew Marcus, geography
Ralph Mastromonaco, economics
Theresa May, theater arts
Gregory McLauchlan, sociology
Jerry F. Medler, political science
Kate Meehan, geography
Robert Z. Melnick, landscape architecture
Debra L. Merskin, journalism and communication
Erin Moore, architecture
Geraldine Moreno Black, anthropology
Cassandra Moseley, Institute for a Sustainable Environment
Madonna L. Moss, anthropology
Alexander B. Murphy, geography
Lise Nelson, geography
Jeffrey Ostler, history
Robert G. Parker, planning, public policy and management
Max Nielsen-Pincus, Institute for a Sustainable Environment
Stephen E. Ponder, journalism and communication
Daniel A. Pope, history
Scott L. Pratt, philosophy
Mark H. Reed, geological sciences
Gregory J. Retallack, geological sciences
John S. Reynolds, architecture
Robert G. Ribe, landscape architecture
William Rossi, English
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

J. Josh Snodgrass, anthropology

Michael Strong, physical education and recreation

Lawrence S. Sugiyama, anthropology

Kelly Sutherland, geological sciences

Richard P. Suttmeier, political science

Nora B. Terwilliger, biology

Roxi Thoren, landscape architecture

Joseph W. Thornton, biology

Nelson Ting, anthropology

Dennis Todd, honors college

Douglas R. Toomey, geological sciences

Daniel Udovic, biology

Peter Warnek, philosophy

Peter B. Wetherwax, biology

Ray J. Weldon, geological sciences

W. Ed Whitelaw, economics

A. Michelle Wood, biology

Mary C. Wood, law

Stephen R. Wooten, international studies

Yizhao Yang, planning, public policy and management

Philip D. Young, anthropology

Robert F. Young, planning, public policy and management

About the Program

Environmental studies crosses the boundaries of traditional disciplines in the natural sciences, social sciences, humanities, management, policy, design, and law. It challenges faculty members and students to look at the relationship between humans and their environment from new perspectives. The Environmental Studies Program is dedicated to gaining greater understanding of the natural world from an ecological perspective; devising policies and behaviors that address contemporary environmental problems; and promoting a rethinking of basic cultural premises, ways of structuring knowledge, and the root metaphors of contemporary society.

Faculty. Core faculty members listed above have dedicated responsibilities in the program. Participating faculty members have demonstrated professional interests in environmental studies by researching environmental issues, teaching courses that meet program requirements, or participating in a variety of program activities on a voluntary basis. They are all available to advise students who are interested in environmental studies. More information about the faculty is available on the program website.

Resources. The program's resource center has a collection of books related to environmental topics. University of Oregon students and members of the faculty and staff may borrow items for up to two weeks.

Undergraduate Studies

The program offers undergraduate instruction through two majors, leading to a bachelor of arts (BA) or a bachelor of science (BS) degree. A minor in environmental studies is also offered.
Both majors provide a broad, solid, interdisciplinary perspective on the relationship between humans and nature. Their goals are to develop awareness of environmental issues and to develop an understanding of (1) the nature

and scope of the forces underlying environmental problems, (2) the various approaches used to bring environmental problems to the public's attention, and (3) the methods and approaches used to solve these problems. Majors gain an appreciation of the interdisciplinary nature of environmental studies, and they master content and skills associated with a number of different disciplines.
Majors and minors have considerable latitude in designing a course of study that combines theory and practice, invites active participation, and fits specific interests, needs, and aptitudes. The majors, which provide a well-rounded basic education, prepare students for entry-level positions in business, government, nongovernmental organizations, and for a variety of graduate and professional degree programs. Students are encouraged to take advantage of career planning services offered by the Career Center.

The environmental studies major focuses on social sciences, policy studies, and the humanities. It is designed for students who are interested in such areas as environmental policy, planning, ethics or philosophy, ecocriticism, ecofeminism, environmental justice, sustainable development, international environmental issues, or social theory and the environment.

The environmental science major is designed for students who want to focus on scientific careers in conservation biology, climate, pollution prevention and abatement, or ecosystem protection, restoration, and management.

Students should plan their programs early in their undergraduate careers with the aid of an environmental studies academic advisor. Majors are urged to consider completing a second major or a minor in a related field.

Up-to-date information, major requirements sheets, and tip sheets are available in the program office and on the website.

Major Requirements

The environmental studies curriculum is designed to provide a solid foundation in the sciences, social sciences, and humanities; to build on these foundations in advanced course work in a variety of disciplines; to develop the skills necessary to study human-environment interactions; and to encourage participation in experiential learning activities that help students prepare for active participation in the work force and in local and global communities. Students should have a strong foundation in written and verbal skills.

Courses applied to the major, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C- or better. As many as four upper-division courses may be used to fulfill requirements of another major. At least 24 credits must be taken at the University of Oregon.

Environmental Studies Major

This major requires a minimum of 92 credits including 56 upper-division credits. Upper-division credit may be earned through course work or through a combination of course work and an honors thesis. Major requirements sheets containing detailed information about specific courses that meet the major requirements are available on the program website, in the program office, or from an environmental studies advisor.

Area 1: Lower-Division Core Courses (12 credits). Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202), Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order.

Area 2: Basic Mathematics and Science Requirements (24 credits)

1. A university-level mathematics course numbered 100 or higher; College Algebra (MATH 111) is recommended
2. A course in statistics chosen from the following list: Introduction to Methods of Probability and Statistics (MATH 243), Quantitative Methods in Sociology (SOC 312), Statistical Methods I (MATH 425), or any of the statistics courses listed on the major requirements sheet
3. One of three approved introductory three-course sequences in a natural science and one additional course from a different sequence or a list of approved science courses

Area 3A: Upper-Division Natural Science Courses (8 credits). Any two upper-division natural science courses from the major requirements sheet.

Area 3B: Upper-Division Social Science and Humanities Courses (40 credits). Four core courses, one from each of four groups-humanities, social science, policy, and design-and six additional courses, three from one of the four groups and three from another. Refer to the major requirements sheet.

Area 4: Environmental Issues Course (4 credits). Environmental Issues (ENVS 411), or a substitute from an approved list.

Area 5: Practical Learning Experience (4 credits). Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, courses at field stations, study abroad opportunities, or IE3 internships.

Environmental Science Major

The major requires a minimum of 112 credits including 60 upper-division credits. Upper-division credits may be earned through course work or through a combination of course work and an honors thesis. Sample course plans are available on the program's website. Major requirements sheets containing detailed information about specific courses that meet the major requirements are available in the program office, from an environmental science advisor, or on the program website, http://envs.uoregon.edu/wp-content/uploads/2012/01/ESCI-major-req-1-4-12... .

Area 1: Lower-Division Core Courses (8 credits). Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Humanities (ENVS 203).

Area 2: Basic Mathematics Requirements (32-44 credits)

1. **Mathematics (8 credits).** Calculus for the Biological Sciences I,II (MATH 246, 247) or Calculus I,II (MATH 251, 252)
2. A course in statistics and a course in analytical approaches chosen from an approved list (see major requirements on website)

Area 3A: Upper-Division Environmental Science Courses (40-52 credits)

1. Six upper-division natural science courses from an approved list in the student's chosen focal area (life sciences or earth and physical sciences), plus five courses in the other area, at least two of which must be upper division
2. **Natural Science (24-36 credits).** Natural science courses are divided into two major categories-life sciences and earth and physical science. Students take courses from both categories but choose one as a focal area and complete two three-course introductory sequences in that focal area. An additional five courses are required from the other area, at least two of which must be upper division.

Area 3B: Upper-Division Social Science and Humanities Courses (12 credits). Three core courses chosen from among four groups-humanities, social science, policy, and design-listed on the major requirements sheet, with no more than one course per group.

Area 4: Environmental Issues Course (4 credits). Environmental Issues (ENVS 411), or a substitute from the major requirements sheet.

Area 5: Practical Learning Experience (4 credits). Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, and courses at field stations.

Options for Majors

Environmental Leadership Program

Through the Environmental Leadership Program, students team up with local businesses, nonprofit organizations, and government agencies to work on environmental projects. Students learn professional research, writing, and presentation skills as they develop a network of professional relationships in the region. Participants make a one- or two-term commitment, for which they earn 4-8 upper-division credits. These credits satisfy upper-division requirements for the environmental studies and environmental science majors.

Internships

By offering academic credit for environmentally focused work experience, the internship program allows students to connect their academic studies with practical applications. Internship positions must involve significant work with an environmental focus. Potential internship sponsors include public interest nonprofits, government agencies, and private corporations. Students are expected to be self-motivated and arrange their own positions in their areas of particular interest. However, if a student needs assistance finding an appropriate position program, the internship coordinator can help identify potential opportunities. Students may take 18 credits of Field Studies (ENVS 196), Internship (404), or both. To fulfill the Area 5 practical learning experience requirement, students take 4 credits (which translates to 120 hours) of internship service.

Honors

Students who want to graduate with honors in environmental science or environmental studies must have a 3.30 overall grade point average (GPA) and a 3.50 GPA in courses required for the major. Honors candidates must also complete a research-based thesis or creative project under the direction of a faculty advisor. Students preparing to graduate with honors should notify their advisor no later than the first term of their senior year.

Honors students who are not enrolled in the Clark Honors College must earn 8 credits of Research (401), Thesis (403), or both in environmental studies or another appropriate department. These credits must be distributed over at least two terms. Environmental science majors may substitute these credits for one upper-division natural science elective, environmental studies majors for one upper-division social science or humanities elective.

Minor Requirements

The interdisciplinary minor in environmental studies includes three lower-division courses and five upper-division elective courses for a minimum of 32 credits. Courses applied to the minor must be taken for letter grades and passed with grades of C- or better. At least 16 of the 40 credits must be taken at the University of Oregon. No more than 8 upper-division credits from the major may be applied to minor requirements. With the advisor's consent, one course each from Area 4 and Area 5 may be substituted for one of the elective courses. Students may also submit a petition to their advisor to substitute one upper-division course for one of the required lower-division courses.

Required Courses: 12 credits

Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202), Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order.

Advanced Course Requirements: 20 credits

Choose one natural science elective from the environmental studies major (Area 3A).

Choose four social science, humanities, policy, or design electives from the thematic groups of the environmental studies major (Area 3B).

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 advisor; see also the **College of Education** section in this catalog.

Graduate Studies

The Environmental Studies Program offers graduate study leading to the degrees of master of arts (MA) or master of science (MS) in environmental studies, and an interdisciplinary doctor of philosophy (PhD) degree in environmental sciences, studies, and policy.
Students choose courses offered in appropriate disciplines to design a course plan based on individual goals and backgrounds.

Some financial support for graduate students in the Environmental Studies Program is available through graduate teaching fellowships. Support generally consists of a stipend, health insurance, and a tuition waiver.

Application instructions and materials are available on the program's website.

Application deadline. Applicants for admission to the master's program must submit all necessary materials online by January 15. New students are accepted for fall term only.

Master's Degree

Students admitted to the two-year master's degree program must complete at least 57 credits distributed as

follows:
Environmental Studies Graduate Core Sequence (9 credits). First year.

Concentration Area Course Work (24 credits). Graduate-level courses related to environmental studies in each of two 12-credit concentration areas.

Electives (12 credits)

Thesis or Terminal Project (12 credits). Public defense or presentation required.

Concurrent Master's Degree Programs

Environmental studies students may obtain concurrent degrees in other disciplines. Applicants must apply separately to each program. For more information, contact the program office.

Doctor of Philosophy Degree

The interdisciplinary PhD degree is offered by the Environmental Studies Program under the umbrella of the Joint-Campus Graduate Program in Environmental Sciences, Studies, and Policy, established by Oregon State University, Portland State University, and the University of Oregon.

The environmental sciences, studies, and policy program takes four or more years of post-master's degree study.

Admissions Procedure

Admission to the PhD program must be granted by both the Environmental Studies Program and by the focal department-another University of Oregon academic unit, chosen by the applicant, that offers a PhD degree. Applications are reviewed independently by the admissions committee in the Environmental Studies Program and in the focal department. Both committees must approve the application before the applicant can be accepted into the program.

Requirements

PhD students must satisfy breadth and concentration requirements established by the Environmental Studies Program and the focal department. Working with an advisory committee, each student customizes a plan of action for completion of the degree. There are four categories of requirements:

1. **Focal Department Course Work.** Completion of graduate course work as established by the focal department, which includes basic graduate-level proficiency in research methods appropriate to the designated focal discipline

2. **Environmental Studies Course Work**

a. Completion of 32 credits taken in departments or programs outside the focal department

b. First-year students participate in a sequence of courses required of all incoming environmental studies graduate students

3. **Assessments of Competence.** Completion of two assessments of competence: focal department and interdisciplinary. (The term "assessment of competence" is used in lieu of "comprehensive examination" in recognition of the different ways in which departments engage in such assessments)

4. **Doctoral Dissertation**

a. Completion of 18 credits of Dissertation (ENVS 603), as required by the Graduate School

b. Completion and defense of a written dissertation and approval of the dissertation by a committee chosen in accordance with Graduate School regulations. The committee must have at least five members. Both the chair and two additional members must be from the focal department. At least three members of the committee must be participants in the Environmental Studies Program.

Graduate Courses

Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry and Biochemistry; Economics; English; Geography; Geological Sciences; History; Landscape Architecture; Philosophy; Physics; Planning, Public Policy and Management; Political Science; Psychology; and Sociology; from the International Studies Program; from

the School of Law; and others. Consult the individual department listings in this catalog for course descriptions.

Environmental Studies Courses (ENVS)

196 Field Studies: [Topic] (1-5R) R with instructor's consent.
198 Laboratory Projects: [Topic] (1-2R) R with instructor's consent.

199 Special Studies: [Topic] (1-5R)

201 Introduction to Environmental Studies: Social Sciences (4) Contributions of the social sciences to the analysis of environmental problems. Topics include human population, the relationship between social institutions and environmental problems, and appropriate political, policy, and economic processes. Walker.

202 Introduction to Environmental Studies: Natural Sciences (4) Contributions of the natural sciences to the analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery. Dickman.

203 Introduction to Environmental Studies: Humanities (4) Contributions of the humanities and arts to an understanding of the environment. Emphasis on diverse ways of thinking, writing, creating, and engaging in environmental discourse.

335 Allocating Scarce Environmental Resources (4) Considerations for the design of environmental and natural resources policies and regulations: balancing society's preferences and the costs of environmental protection and resource conservation. Prereq: MATH 105 or higher. Cameron.

345 Environmental Ethics (4) Key concepts and various moral views surveyed; includes anthropocentrism, individualism, ecocentrism, deep ecology, and ecofeminism. Exploration includes case studies and theory. Toadvine.

350 Ecological Footprint of Energy Generation (4) Detailed study of the ecological consequences of all forms of energy generation including fossil fuels and alternative energy sources. Open to environmental science, environmental studies, and planning, public policy and management majors only. Prereq: ENVS 201. Bothun.

355 Environmental Data Analysis and Modeling (4) Statistical methods of data modeling and analysis with specific application to environmental data sets. Prereq: MATH 252 or equivalent. Bothun.

375 Oregon Seminar (4) Students broaden and deepen their understanding of the materials presented in three linked courses: BI 372 (Field Biology), GEOL 308 (Geology of Oregon and the Pacific Northwest), and HIST 473 (American Environmental History: [Topic]). Prereq: junior or senior standing. Offered alternate years.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-12R) R with instructor's consent.

403 Thesis (1-8R)

404 Internship: [Topic] (1-16R) Prereq: instructor's approval.

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

406 Field Studies: [Topic] (1-12R) R with instructor's consent.

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-8R)

409 Practicum: [Topic] (1-12R) R with instructor's consent.

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

411/511 Environmental Issues: [Topic] (4R) In-depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, public lands management, or environmental literature. Junior or senior standing required. **R** twice when topic changes for maximum of 12 credits.

425/525 Environmental Education Theory and Practice (4) Learning theories, environmental literacy, and the planning, implementation, and evaluation of environmental education programs. Development of teaching materials in collaboration with a community partner for group project. Prereq: instructor's approval. Lynch.

427/527 Environmental and Ecological Monitoring (4) Theory, design, and practice of monitoring sampling mapping, field techniques, data collection, management, analysis and presentation methods, local case studies. Boulay.

429 Environmental Leadership: [Topic] (1-4R) Students develop service-learning projects partnering with government agencies, nonprofit organizations, public schools, and local businesses. Prereq: instructor's approval. **R** when topic changes.

435/535 Environmental Justice (4) Environmental justice and its impact on current decisions. Focus on civil

rights law, perception of risk, and relation of sustainability and equity. Prereq: ENVS 201.
440/540 Environmental Aesthetics (4) Explores aesthetic experience of nature through philosophical perspective; emphasizes nature and art; beauty and the sublime; embodiment, culture, and science; and ethics, conservation, and preservation. Prereq: ENVS 345 or PHIL 340.

450/550 Political Ecology (4) Examines how social relations and economic, social, and cultural control of natural resources shape human interactions with the environment. Theory and case studies. Prereq: ENVS 201. Walker.

455/555 Sustainability (4) Examines the evolution of the concept of sustainability and its complex and sometimes problematic uses among scholars, policymakers, environmentalists, and businesses. Junior standing required. Pre- or coreq: ENVS 201.

465/565 Wetland Ecology and Management (4) Examines management, law, and policies related to wetlands in an ecological framework; includes wetland type definitions, classification, distribution, formation and development, and restoration. Prereq: BI 307 or 370 or GEOG 360.

467/567 Sustainable Agriculture (4) Examines sustainability issues in agricultural production and current food systems. Focuses on environmental aspects of seed, water, soil, energy, and pest management. Prereq: ENVS 201 or 202.

477/577 Soil Science (4) Chemical and physical characteristics and classification of soils, field soil identification, soil degradation. Prereq: CH 111 or 221 or 224 (H).

503 Thesis (1-16R)

601 Research: [Topic] (1-16R) R with instructor's consent.

602 Supervised College Teaching (1-5R) R with instructor's consent.

603 Dissertation (1-16R)

604 Internship: [Topic] (1-5R) R for maximum of 10 credits

605 Reading and Conference: [Topic] (1-16R) R with instructor's consent and faculty approval.

606 Field Studies: [Topic] (1-16R)

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

608 Workshop: [Topic] (1-16R)

609 Terminal Project (1-16R)

610 Experimental Course: [Topic] (1-5R) A recent topic is Interdisciplinary Science Research.

631 Environmental Studies Theory and Practice (4) Introduction to various disciplinary perspectives that contribute to environmental studies, including their research methods, vocabularies, and core concepts.

632 Environmental Studies Research Methodology (2) Identifying a clear and concise research problem, developing methodology to address that problem, and the process of developing a thorough knowledge of relevant literature.

633 Environmental Studies Thesis Development (3) Interdisciplinary readings in environmental studies focused on topics chosen by each student in consultation with instructor; preparation for presentations at the Joint Campus Conference.

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Ethnic Studies

Lynn H. Fujiwara, Department Head
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Eugene OR 97403-5268

ethnic.uoregon.edu

Faculty

Charise L. Cheney, associate professor (African American popular and political cultures; Black nationalist ideologies and practices; gender and sexuality). BSJ, 1993, Northwestern; PhD, 1999, Illinois, Urbana-Champaign. (2009)

Lynn H. Fujiwara, associate professor (women of color; feminisms; labor, family, citizenship, immigration, and welfare). See **Women's and Gender Studies**.

Michael Hames-García, professor (prison studies; Chicano, Latino, and African American literatures; race and sexuality). BA, 1993, Willamette; PhD, 1998, Cornell. On leave fall 2013. (2005)

Daniel HoSang, associate professor (racial politics, post-1865 U.S. history; California and the West). BA, 1993, Wesleyan; PhD, 2007, Southern California. On leave fall 2013-winter 2014. (2007).

Brian Klopotek, associate professor (federal recognition of Indian tribes, Native American education, environmentalism). BA, 1994, Yale; PhD, 2004, Minnesota, Twin Cities. (2003)

Ernesto J. Martínez, assistant professor (comparative ethnic literature, U.S. Latino literature, literary theory). See **Women's and Gender Studies**.

Irmary Reyes-Santos, assistant professor (transnational Caribbean ethnic studies, cultural studies, globalization). BA, 2001, Puerto Rico, Mayaguez; PhD, 2007, California, San Diego. (2008)

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

Participating Faculty

Michael B. Aguilera, sociology

Carlos Aguirre, history

Lindsay F. Braun, history

Kirby Brown, English

Krista Chronister, counseling psychology and human services

Matthew Dennis, history

Karen J. Ford, English

La Donna Forsgren, theater arts

Dennis C. Galvan, international studies

Sangita Gopal, English

Claudia Holguin, Romance languages

Loren Kajikawa, music

Lamia Karim, anthropology

David Leiwei Li, English

Joseph E. Lowndes, political science

Charles R. Martínez, educational methodology, policy, and leadership

Glenn A. May, history

Theresa May, theater arts

Michelle McKinley, law
Ellen Hawley McWhirter, counseling psychology and human services

Debra L. Merskin, journalism and communication

Sandra L. Morgen, anthropology

Michael Malek Najjar, theater arts

Edward Olivos, education studies

Jeffrey Ostler, history

Priscilla P. Ovalle, English

Scott L. Pratt, philosophy

Judith Raiskin, women's and gender studies

Jerry L. Rosiek, education studies

Gordon M. Sayre, English

Philip W. Scher, anthropology

Jiannbin Lee Shiao, sociology

Carol Stabile, journalism and communication

Lynn Stephen, anthropology

Melissa N. Stuckey, history

Courtney Thorsson, English

Mia Tuan, sociology

David J. Vazquez, English

Naomi Zack, philosophy

About the Department

The Department of Ethnic Studies examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino, and Native American descent. As an element of American identity that cuts across disciplinary categories, ethnicity requires a mode of study that draws on the humanities and the social sciences as well as interdisciplinary sources such as cultural studies. Ethnicity also must be addressed historically and comparatively, paying attention to the five centuries of experience of underrepresented communities in North America and the perspectives of other societies-such as Mexico, Brazil, and Peru-where cognate experiences have had their own cultural and political expressions. In that spirit, the participating faculty of the program is an open roster of scholars committed to giving students a wide array of approaches to this challenging topic. Many courses, including the introductory sequence, are interdisciplinary. Above all, the program seeks to convey knowledge and understanding of ethnicity in the United States and to help students learn about the opportunities and responsibilities they have as citizens in an increasingly multicultural nation.

Ethnic studies courses that satisfy university general-education requirements are listed under Group Requirements and Multicultural Requirement in the **Registration and Academic Policies** section of this catalog.

Undergraduate Studies

Students may earn a major or minor in ethnic studies. A secondary goal of the program is to encourage student awareness of the ethnic and culture-based dimensions and applications of other major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and international studies-to name only a few-find that related ethnic studies courses can enrich their academic programs.
Courses applied to a major or minor in ethnic studies may not be used to satisfy major or minor requirements for other programs.

Upper-division courses with related subject matter offered in other departments may be included in an ethnic studies major or minor program by arrangement with a course's instructor and the department head.

Specific details and course approvals must be obtained from the Department of Ethnic Studies.

Major Requirements

The Department of Ethnic Studies offers an interdisciplinary undergraduate major in ethnic studies leading to a

bachelor of arts or a bachelor of science degree. Majors must construct their programs in consultation with an ethnic studies advisor. The major requires a minimum of 48 credits distributed as follows:

Lower Division	**12 credits**
Introduction to Ethnic Studies (ES 101)	4
One course with the ES subject code, one of which must be chosen from ES 250, 252, 254, or 256	4
One additional 100- or 200-level course	4

Upper Division	**36 credits**
Six 300- or 400-level courses	24
Theoretical Perspectives in Ethnic Studies (ES 301)	4
Interdisciplinary Research Methods (ES 498)	4
Ethnic Studies Proseminar (ES 499)	4

At least 24 of the required upper-division credits must be taken in residence at the University of Oregon. Courses applied to the major must be taken for letter grades and passed with grades of mid-C or better. Majors must maintain a grade point average of at least 2.00 in courses applied to the major. Students majoring in ethnic studies may apply credits in Research (ES 401) and Reading and Conference (ES 405) toward their degree only if completed with letter grades of mid-C or better. Credits in Practicum (ES 409) may be applied toward the major on a graded or pass/no pass basis.

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)	4
Two 200-level courses with ES subject code	8

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 advisor at least two terms before graduation. Courses applied to the minor must be taken for letter grades and passed with grades of mid-C or better. Students minoring in ethnic studies may apply credits in Research (ES 401) and Reading and Conference (ES 405) only if completed with letter grades of mid-C or better. Credits in Practicum (ES 409) may be applied toward the minor on a graded or pass/no pass basis.

Graduate Studies

Ethnic Studies Courses (ES)

101 Introduction to Ethnic Studies (4) Multidisciplinary study focuses on Americans of African, Asian, Latino, and Native American descent. Topics include group identity, language in society and culture, forms of resistance, migration, and social oppression.

196 Field Studies: [Topic] (1-2R) Prereq: approval of program administrators.

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

199 Special Studies: [Topic] (1-5R) Recent topics include Multiethnic-Multiracial Experience; Hip-Hop Politics and Poetics; Cross-Cultural Contact in the Americas; Race, Gender, and Globalization. **R** when topic changes.

250 Introduction to African American Studies (4) Focuses on historical, cultural, and social issues in African America and surveys scholarship in African American studies. Cheney, Reyes-Santos.

252 Introduction to Asian American Studies (4) Focuses on historical, cultural, and social issues in Asian America and surveys scholarship in Asian American studies. Fujiwara, HoSang.

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. Offered fall term only.

Hames-García, Martínez.

256 Introduction to Native American Studies (4) Focuses on historical, social, and cultural issues in Native America and surveys scholarship in Native American studies. Klopotek.

301 Theoretical Perspectives in Ethnic Studies (4) Introduction to contemporary theoretical frameworks in the discipline of ethnic studies. Prereq: ES 101; one from ES 250, 252, 254, or 256. Offered fall term only.

310 Race and Popular Culture: [Topic] (4R) Examines the interface between race and popular culture, surveying the historical development, political significance, and social influence of popular culture in the United States. Prereq: one from ES 101, 250, 252, 254, 256. **R** when topic changes. Offered alternate years. Cheney, Fujiwara.

330 Women of Color: Issues and Concerns (4) Contemporary social issues and feminism among women of color in the United States. ES 101 or 102 recommended preparation.

350 Native Americans and the Environment (4) Critical issues in Native American environmentalism. ES 101 or 256 recommended preparation. Klopotek.

352 Social Equity and Criminal Justice (4) Critical issues related to police, prisons, criminal justice, and racial and gender inequalities.

370 Race, Ethnicity, and Cinema: [Topic] (4R) Examines the history and politics of race, ethnicity, and indigenousness in relation to film, including questions of production, distribution, and reception in the United States.Prereq: one from ES 101, 250, 252, 254, 256. **R** when topic changes. Offered alternate years. Hames-Garcia, Klopotek.

399 Special Studies: [Topic] (1-5R) Recent topics include Caribbean Migrations; Asian American Women; Critical Whiteness Studies; Native Americans and Film; Asian Diasporas; Race and Resistance in United States History. ES 101 recommended preparation. **R** when topic changes.

401 Research: [Topic] (1-21R) Prereq: majors or minors only.

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-21R) Prereq: majors or minors only.

407/507 Seminar: [Topic] (1-5R) Recent topics include Community Organizing; Border Studies; Native American Ethnohistory; Race, Sex, and Popular Culture. Prereq: ES 101 or 102. **R** when topic changes.

409 Practicum: [Topic] (1-21R) Majors or minors only.

410/510 Experimental Course: [Topic] (1-5R) Recent topics include Race, Nation, and Globalization; Forced Removals and Detentions; Queer Indigenous Studies. Prereq: ES 101 or 102. **R** when topic changes.

440/540 Race, Literature, and Culture: [Topic] (4R) Examines race, literature, and culture from an interdisciplinary perspective. A recent topic is Queer Migrations. Prereq: ES 101, 250, 252, 254, or 256 recommended. **R** when topic changes. Offered alternate years.

442/542 Caribbean Literature and Politics (4) Discusses how Caribbean diaspora literature employs themes of colonialism, sexuality, racism, migration, state violence, nationalism, and identity. Prereq: ES 101. Reyes-Santos.

450/550 Race and Incarceration (4) Introduces several key questions necessary for understanding the crisis of prisons and incarceration in the United States, with an emphasis on race, gender, and class. Prereq: ES 101. Hames-Garcia.

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. A recent topic is Race Post. Prereq: ES 101 or 102. **R** when topic changes. Cheney, Hames-García.

456/556 History of Native American Education (4) Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Prereq: ES 101 or 102. Klopotek.

460/560 Race, Culture, Empire: [Topic] (4R) Examines how racial discourses have informed United States domestic and foreign policy, with special attention on cultural representations of U.S. colonialism and imperialism. A recent topic is Globaization and Race. Prereq: one from ES 101, 250, 252, 254, 256. **R** when topic changes. Offered alternate years. Hames-Garcia, Huhndorf, Klopotek, Reyes-Santos.

498 Interdisciplinary Research Methods (4) Prepares majors for independent research in ethnic studies. Examines interdisciplinary methods for research on race and ethnicity. Majors or minors only. Prereq: completion of required courses for ethnic studies major except ES 499. Offered winter term only.

499 Ethnic Studies Proseminar (4) Capstone seminar. Focuses on concluding work and experience in ethnic studies through independent research, preparation and presentation of research paper. Majors only. Prereq: ES 498; approval of program administrators. Offered spring term only.

605 Reading and Conference: [Topic] (1-9R)

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

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European Studies

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European Studies Committee

Patricia M. Dewey, arts and administration

Evlyn Gould, Romance languages

Gina Herrmann, Romance languages

Nathalie Hester, Romance languages

Scott R. Maier, journalism and communication

Ian F. McNeely, history

Fabienne Moore, Romance languages

Alexander B. Murphy, geography

Craig Parsons, political science (chair)

George J. Sheridan Jr., history

Priscilla Southwell, political science

Michael Stern, German and Scandinavian

About the Program

European studies offers an interdisciplinary minor 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 minor designates a student's special expertise in the subject as having acquired a knowledge of Europe beyond that of a single discipline or that concentrated on one country or part of Europe.

The program combines a small number of required core courses that address cross-national topics over a broad sweep of time. Elective courses, chosen by the student with the advice of a member of the European studies committee, ensure some diversity beyond the field of the student's major.

Undergraduate Studies

Minor Requirements

The College of Arts and Sciences administers an undergraduate minor in European studies, overseen by the program committee.

To earn a minor, a student must complete a total of 36 credits, 24 of which must be at the upper-division level, as well as a paper or project on a European topic as described below.

The courses that satisfy the minor are distributed as follows: two core courses, four elective courses, and two to three years of a European foreign language. Core and elective courses applied to the minor must be taken for letter grades and passed with grades of C- or better.

Students seeking to qualify for a minor should, as early as possible, consult the program director, who will assign the student an advisor. Developing the plan for elective courses with the advisor's help ensures that the courses selected satisfy the minor requirements.

No later than two terms before graduation, the student must notify the advisor of intent to graduate for verification of European studies course work and transcript evaluation. The student must also indicate the European studies minor on the application for graduation. Students must complete major requirements for an undergraduate degree in another department or school of the university.

Core (8 credits)

Geography of Europe (GEOG 202); The Idea of Europe (HIST 420) or equivalent

Four of the 8 core credits must be at the upper-division level.

Electives (16 credits)

Four 4-credit courses, at least two of which are at the 300 or 400 level. Two must be humanities courses; two must be social science courses. Courses preapproved for each group are listed on the program website. Substitutions may be made only with the approval of the student's advisor.

At least three of the six courses taken to satisfy core and elective course requirements must be taken outside the student's major. With the advisor's approval, exceptions can be made for double majors and for certain interdisciplinary majors, especially international studies and humanities.

Foreign Language

For bachelor of arts degree candidates, one European second language taken through the third-year college level. For other bachelor's degree candidates, one European second language taken through the second-year college level.

Students pursuing a certificate in European studies with an emphasis on German language and culture are encouraged to consider combining it with a major in German with a German studies focus, or a German studies minor.

Significant Paper or Project

A research paper on a topic appropriate to the student's interests is the final requirement. For students majoring in disciplines such as music, theater, or the fine arts, a project that draws on these crafts may be substituted for the research paper. The paper or project requirement may be satisfied by work done in the student's major, such as a seminar paper, as long as the content of the paper or project is focused primarily on Europe. The requirement may also be satisfied by a paper done for any of the courses listed below. Students who want to satisfy the requirement in this way must notify the instructor of their intention at the outset of the term so that the instructor can evaluate the paper with this intent in mind. The requirement may also be satisfied by a research paper done under the supervision of a professor in any field for 3 graded credits, such as a paper for Thesis (403). The instructor's agreement to supervise must be obtained in advance, and the 403 subject code may be either in that instructor's department or EURO 403.

Graduate Studies

European Studies Courses (EURO)

399 Special Studies: [Topic] (1-5R)
403 Thesis (1-9R)

405 Reading and Conference: [Topic] (1-6R)

407 Seminar: [Topic] (1-6R)

410 Experimental Course: [Topic] (1-6R)

415/515 European Union History (4) History, institutions, and policy landmarks of European integration since the end of World War II. Introduction to documents and research on history of European communities. Sheridan.

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Folklore

Lisa M. Gilman, Program Director
541-346-3911

118 Prince Lucien Campbell Hall

http://uoregon.edu/~flr

Faculty

Doug Blandy, professor (art and community service, art and special populations). See **Arts and Administration.**
Dianne M. Dugaw, professor (British folklore, ballads and folk song, 18th-century literature). See **English**.
John Fenn, assistant professor (ethnomusicology, multimedia and the arts). See **Arts and Administration.**
Lisa M. Gilman, associate professor (gender, performance studies, Africa). See **English**.
D. Gantt Gurley, assistant professor (medieval song, Jewish studies, literature). See **German and Scandinavian**.
Loren Kajikawa, assistant professor (ethnomusicology, popular music, Japan). See **Music.**
Dorothee Ostmeier, associate professor (folktales and literature). See **German and Scandinavian**.
Philip W. Scher, associate professor (Caribbean, politics of culture, transnationalism). See **Anthropology.**
Sharon R. Sherman, professor emerita (film studies, folklore, popular culture). See **English.**
Carol T. Silverman, professor (performance, eastern Europe, gender). See **Anthropology.**
Daniel N. Wojcik, associate professor (religions, vernacular art). See **English**.

Participating Faculty

Ina Asim, history
Martha J. Bayless, English
Carl R. Bybee, journalism and communication
Matthew Dennis, history
Patricia M. Dewey, arts and administration
James D. Fox, library
Lori Hager, arts and administration
Kingston Heath, historic preservation
Kenneth I. Helphand, landscape architecture
Lamia Karim, anthropology
Kathleen Rowe Karlyn, English
Mark Levy, music
Phaedra Livingstone, arts and administration
Gabriela Martinez, journalism and communication
Debra L. Merskin, journalism and communication
Julianne H. Newton, journalism and communication
Jeffrey Ostler, history
Priscilla P. Ovalle, English
Gordon M. Sayre, English
Kartz Ucci, art
Stephanie Wood, library
Stephen R. Wooten, international studies

About the Program

The interdisciplinary Folklore Program offers perspectives on ethnic, regional, occupational, gender, and other traditional identities of individuals in specific societies and cultures. Students in the program study the extent to which tradition continues to enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural, social, and psychological dimensions of such expressive forms as mythology, legend, folktale, art, music, dance, foodways, religion, ritual, and ceremony. Theoretical analyses, research methods, and fieldwork techniques are integral parts of the curriculum.

Graduate courses cover an extensive range of interdisciplinary topics: cultural heritage, ethnicity, subcultures, popular culture, performance, gender, film, religion, arts administration, and issues of diversity and globalization. Folklore graduates work in various public and private agencies as educators, archivists, editors, arts and humanities consultants, museum curators, and festival planners.

The Folklore Program offers a bachelor of arts degree majoring in folklore. Students also may earn an undergraduate minor in folklore.

Resources

Film and Folklore

A major strength of the program is its emphasis on the use of film and video. Training is available in equipment use, fieldwork methodologies, and editing.

Folklore Archive

The Randall V. Mills Archive of Northwest Folklore is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and audio-visual materials including more than 7,000 slides. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public.

Undergraduate Studies

Students studying folklore at the UO receive comprehensive training in scholarly approaches and methods for researching, documenting, and presenting traditional arts and cultural practices within the United States and abroad.

Major in Folklore

Students majoring in folklore must earn a minimum of 48 credits, of which 36 must be upper division, and 20 of the 48 must be Folklore (FLR) credits.

Major Requirements

- **Foundations course.** Introduction to Folklore (FLR 250) (4 credits)
- Three courses from **Expressive Forms and Practices** list (see below)
- Three courses from **Diverse Communities** list (see below)
- Electives (20 credits)
- **Fieldwork Requirement.** One 300- or 400-level FLR course that requires a fieldwork-based project (e.g., a paper or film). The fieldwork project may be completed in a course that counts for one of the requirements listed above.

Expressive Forms and Practices

- **Folklore.** Folklore and Religion (FLR 411), Folk Art and Material Culture (FLR 413), Folklore and Mythology of the British Isles (FLR 483), Film and Folklore (FLR 485)**,** Anglo-American Ballad and Folk Song (FLR 491)
- **Anthropology.** Food and Culture (ANTH 365)**,** Performance, Politics, and Folklore (ANTH 419), Anthropology and Popular Culture (ANTH 493)
- **Arts and Administration.** Art and Human Values (AAD 250), Workshop: Zines and DIY Culture (AAD

408)
- **Dance.** Dance and Folk Culture (DAN 301)
- **German and Scandinavian.** German Fairy Tales (GER 356), Seminar: Magic, Uncanny, Surrealistic, and Fantastic Tales (GER 407)
- **Music.** Hip-Hop Music: History, Culture, Aesthetics (MUS 360), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Celtic Music (MUS 458)

Diverse Communities

- **Folklore.** Voices of Africa (FLR 225), Folklore of Subcultures (FLR 412), African Folklore (FLR 416), Folklore and Gender (FLR 418)
- **Anthropology.** World Cultures (ANTH 161), Gender, Folklore, Inequality (ANTH 315), Caribbean Societies (ANTH 326), Balkan Society and Folklore (ANTH 430)
- **Music.** American Ethnic and Protest Music (MUS 349), Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Music of India (MUS 454), Folk Music of the Balkans (MUS 453), Music and Gender (MUS 460), Popular Musics in the Africa Diaspora (MUS 462)

Electives

Courses from the two lists above may count as electives if not fulfilling another requirement.

- **Folklore.** Folklore and the Supernatural (FLR 235), Folklore and United States Popular Culture (FLR 255), Folklore and Sexuality (FLR 370), Folklore and Religion (FLR 411)
- **Anthropology.** Introduction to Language and Culture (ANTH 280), Politics, Ethnicity, Nationalism (ANTH 411), Culture, Illness, and Healing (ANTH 420), The Anthropology Museum (ANTH 450), Anthropology and Popular Culture (ANTH 493)
- **Arts and Administration.** Art in Society (AAD 450), Community Cultural Development (AAD 451), Cultural Policy in Art (AAD 462), Marketing the Arts (AAD 465)

Students may substitute courses to fulfill requirements with the approval of their major advisor. Programs from other departments or programs offering folklore-related courses include anthropology, architecture, art history, arts and administration, Asian studies, classics, dance, East Asian languages and literatures, English, ethnic studies, geography, German and Scandinavian, history, historic preservation, humanities, international studies, journalism and communication, Judaic studies, landscape architecture, linguistics, music, political science, religious studies, Romance languages, sociology, theater arts, and women's and gender studies.

Residency Requirement. 28 credits of upper-division course work for the major must be completed at the University of Oregon.

Advising. Majors should construct their programs in consultation with an advisor from the core Folklore faculty. The director of the Folklore Program assigns each major an advisor. At least two terms before graduation, students who want to apply for a folklore degree must consult a folklore advisor to obtain authorization and course work approval.

Minimum Grade. Course work required for the folklore major, both lower division and upper division, must be passed with grades of C- or better. No more than 8 pass/no pass credits may be applied to the major.

Foreign Language Requirement. Majors must complete the university foreign-language requirement for the BA degree.

Minor in Folklore

Courses. The folklore minor requires the completion of 24 credits. Introduction to Folklore (FLR 250) is required of all minors. Remaining courses are selected from the list of courses on the Folklore Program website. Students may substitute courses from other departments to fulfill this requirement with the approval of their minor advisor. Programs from other departments and programs offering folklore-related courses include anthropology, architecture, art history, arts and administration, Asian studies, classics, dance, East Asian languages and literatures, English, ethnic studies, geography, German and Scandinavian, history, historic preservation, humanities, international studies, journalism and communication, Judaic studies, landscape architecture, linguistics, music, political science, religious studies, Romance languages, sociology, theater arts, and women's and gender studies.

Residency Requirement. 16 credits of course work for the minor must be completed at the University of

Oregon.
Advising. Minors should construct their programs in consultation with an advisor from the core Folklore faculty. Students should contact the director of the Folklore Program to be assigned an advisor. At least two terms before graduation, students who want to apply for a folklore degree must consult a folklore advisor to obtain authorization and course work approval.

Minimum Grade. Course work required for the folklore minor, both lower division and upper division, must be passed with grades of C- or better. No more than 4 pass/no pass credits may be applied to the folklore minor.

Graduate Studies

The master of arts (MA) or master of science (MS) degree in folklore is interdisciplinary. In consultation with an advising committee, students take designated courses from faculty members in anthropology, arts and administration, English, folklore, German and Scandinavian, and music in addition to elective courses that strengthen their areas of expertise. A public folklore track is available to students preparing for careers in the public sector. A thesis or terminal project is required for completion of the degree. Students working toward an MA degree must demonstrate competence in a second language.
The Department of English's PhD program offers a structured emphasis in folklore. For more information, see the **English** section of this catalog.

Admission Requirements

1. An undergraduate GPA of at least 3.30 (B+)
2. A minimum score of 500 on the verbal section of the general test of the Graduate Record Examinations (GRE), and a score of 4 or better on the analytical writing section (GRE-AW)
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based test

Application procedures are listed on the program website.

Degree Requirements

General Folklore Track (63 credits)

Courses are chosen in consultation with the student's advising committee.

Required courses (10 credits)

Seminar: Folklore Fieldwork (FLR 607) (or other fieldwork course approved by advising committee), History and Theory of Folklore Research (FLR 681).

Interdisciplinary core courses (28 credits)

Folklore (12 credits). Seminar: Video Production (FLR 507), Folklore and Religion (FLR 511), Folklore of Subcultures (FLR 512), Folk Art and Material Culture (FLR 513), African Folklore (FLR 516), Folklore and Gender (FLR 518), Folklore and Mythology of the British Isles (FLR 583), Folklore in the United States (FLR 584), Film and Folklore (FLR 585), Anglo-American Ballad and Folk Song (FLR 591).

Anthropology. Politics, Ethnicity, Nationalism (ANTH 511), Performance, Politics and Folklore (ANTH 519), Anthropology and Popular Culture (ANTH 593).

Arts and Administration. Art in Society (AAD 550), Community Cultural Development (AAD 551).

English. Folklore: [Topic] (ENG 680).

German and Scandinavian. Translations-Transformations (GER 625).

Music. Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554).

Students may substitute courses not listed above to fulfill requirements with the approval of their advising committee.

Electives (16 credits)

These electives, either within or outside the folklore core, should bolster areas of student expertise.

Thesis or terminal project (9 credits)

The thesis or terminal project requires a minimum of 9 credits in Thesis (FLR 503) or Terminal Project (FLR 609). The number of thesis or terminal project hours that a candidate may complete has no maximum, although only 9 credits count toward the degree.

Public Folklore Track (63 credits)

Visit the Folklore Program website for a list of additional approved courses.

Required courses (26 credits)

Folklore. Seminar: Folklore Fieldwork (FLR 607) (or other fieldwork course approved by advising committee), History and Theory of Folklore Research (FLR 681).

Arts and Administration. Art in Society (AAD 550), Community Cultural Development (AAD 551).

Interdisciplinary core courses (12 credits)

See courses listed under "interdisciplinary core courses" in the general folklore track. Students may substitute other courses not listed to fulfill requirements with the approval of their advising committee.

Electives (10 credits)

These electives, either within or outside the folklore core, should bolster students' specializations.

Internship (6 credits)

Internship (FLR 604). A public folklore-related internship, amounting to 200 clock hours of service on-site, organized either through the Arts and Administration Program or the Folklore Program.

Thesis or terminal project (9 credits)

The thesis or terminal project requires a minimum of 9 credits in Thesis (FLR 503) or Terminal Project (FLR 609). The number of thesis or terminal project hours that a candidate may complete has no maximum, although only 9 credits count toward the degree.

Additional Courses

Consult the program's website or members of its faculty each term for special offerings that fulfill degree requirements.

Other undergraduate and graduate courses with related subject matter may be applied to folklore certificate programs by arrangement with the instructors and the folklore director. For a list of these courses, visit the program website.

Folklore Courses (FLR)

198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)

225 Voices of Africa (4) Novels, music, dance, dress, paintings, films, and cartoons serve as a primary sources from which to learn about the diversity and vivacity of contemporary African peoples.

235 Folklore and the Supernatural (4) Introduces the study of beliefs about the supernatural by examining diverse approaches to the description and analysis of belief traditions and religious culture.
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. Gilman.

255 Folklore and United States Popular Culture (4) Explores the relationship between folklore and popular culture, with special emphasis on the analysis of legends, myths, icons, stereotypes, heroes, celebrities, rituals, and celebrations. Wojcik.

370 Folklore and Sexuality (4) Examines intersections of folklore and sexuality as entry points for discussing social issues of sexual and gender identity, intolerance, and resistance. Gilman.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-6R)

403/503 Thesis (1-6R)

404 Internship: [Topic] (1-8R)

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.

416/516 African Folklore (4) Examines folklore forms across the African continent to analyze themes of history, identity, aesthetics, gender, class, politics, and globalization. Junior standing required. Gilman.

418/518 Folklore and Gender (4) Examines intersections of folklore and gender and the resulting issues of creativity, social dynamics, feminism, identity politics, and negotiations of power. Junior standing required. Gilman.

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.

484/584 Folklore in the United States (4) Surveys current American folklore and expressive culture, and analyzes its connections to historical periods, cultural experiences, and social identities. Junior standing required. Offered alternate years.

485/585 Film and Folklore (4) The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films.

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.

601 Research: [Topic] (1-6R)

602 Supervised College Teaching (1-16R)

604 Internship: [Topic] (1-6R)

605 Reading and Conference: [Topic] (1-6R)

606 Field Studies: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

608 Workshop: [Topic] (1-6R)

609 Terminal Project (1-6R)

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

681 History and Theory of Folklore Research (5) Examines the nature of scholarly inquiry, research questions, and techniques. Historic orientation with emphasis on ideological development of folkloristics from its beginnings to the present. Dugaw, Gilman, Wojcik.

684 Folklore Fieldwork Seminar (5) Students conceptualize and execute a fieldwork project while developing practical skills in proposal writing, observation, interviewing, analysis, documentation, and presentation.

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General Science

James M. Schombert, Program Director
541-346-3288

149 Willamette Hall

http://uoregon.edu/~gensci

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 advisor 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 advisors 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 advisors 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 advisors or committee members.

Upon admission, transfer students should consult a general science advisor in the program office.

Careers. Through the General Science Program, prehealth science students preparing for careers in medicine, dentistry, or related fields can meet professional school admission requirements. General science, when combined with a minor or a second major, can work well for students planning careers in science-related business, public relations, and human services.

Major Requirements

Lower Division

The following lower-division courses must be completed with grades of C- or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit.

1. Calculus I,II (MATH 251, 252) or Calculus for Biological Sciences I,II (MATH 246, 247)
2. Three of the sequences or three-course combinations listed below. At least two of the sequences must include or be accompanied by the corresponding laboratories:

Anthropology. Introduction to Biological Anthropology (ANTH 270), plus two from Introduction to Monkeys and Apes (ANTH 171), Evolution of Human Sexuality (ANTH 173), Human Evolution (ANTH 361), Human Biological Variation (ANTH 362)

Biology. Three from General Biology I,II,III,IV (BI 211, 212, 213, 214) or Honors Biology I,II,III (BI 281H, 282H, 283H)

Chemistry. General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Computer and Information Science. Computer Science I,II,III (CIS 210, 211, 212)

Geography. The Natural Environment (GEOG 141), Global Environmental Change (GEOG 143), and one from Climatology (GEOG 321), Geomorphology (GEOG 322), or Biogeography (GEOG 323)

Geological Sciences. Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203)

Physics. General Physics (PHYS 201, 201, 203) with laboratories (PHYS 204, 205, 206) or Foundations of Physics I (PHYS 251, 252, 253)

Upper Division

The upper-division requirements listed below are for students who declared the general science major fall 2000 or later. Students who declared the major before fall 2000 follow the requirements that were in effect when they declared the major.

1. Complete a minimum of 32 credits in approved science courses at the 300 level and above. At least 24 of these credits must be taken for letter grades and passed with grades of C- or better
2. Two areas of emphasis are required. At least 12 upper-division credits must be completed in each of two sciences. Courses applied to the emphasis requirement must be taken for letter grades
3. Tutorials may not be included. Courses numbered 400-410, 507, 508, or 510 may not be included unless approved in advance by the general science coordinator
4. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy upper-division requirements in general science
5. At least 24 upper-division science credits must be completed at the University of Oregon to meet the general science residency requirement

Upper-division courses may be selected from the general science web page.

Honors Program

Students preparing to graduate with honors in general science should notify the program director no later than the first term of the senior year.

Honors in general science centers on a thesis, which is the culmination of research conducted under the direction of a faculty advisor. The advisor 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 advisor and the program director, honors in general sciences are awarded.

For guidelines and calendar, see a general science advisor.

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.

Undergraduate Studies

Graduate Studies

General Science (Courses Section)

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General Social Science

Reuben Zahler, Program Director
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http://gss.uoregon.edu

About the Program

The General Social Science Program provides students the flexibility to design a major that combines courses from several departments across campus. The program offers students a variety of options depending on their interests. For the career-minded student, it provides career training combined with the analytical skills of a liberal arts education. For the intellectually curious student, it offers the study of particular themes across several social science disciplines. For the student having difficulty choosing a major, general social science offers a curriculum across several departments.

The program has four concentrations or tracks. Each concentration has its own set of core courses and then provides a number of elective courses from various departments. The four concentrations are as follows:

Applied Economics, Business, and Society. This track combines technical training in business with the analytical training of the liberal arts. It draws heavily from courses in the business college and the economics department to offer specific business skills while exploring how business functions in society, on the national level, and in the global context. This concentration is designed specifically for students who plan to work in business or to pursue a master of business administration degree.

Crime, Law, and Society. This track provides broad exposure to problems that confront society on the causes and consequences of, and policies on, crime, offering preparation for students with an interest in criminology, law practice, law enforcement, or social services.

Globalization, Environment, and Policy. This track focuses on broad social-political and environmental issues at the regional, national, and global levels, as well as the policy planning required to meet these issues within an interdisciplinary context. The globalization concentration provides training for students planning to work in green industry, government, NGOs, and environmental organizations. In addition, the track prepares students to earn graduate degrees in planning, public management, policy studies, or other applied social sciences with a global emphasis.

Social Studies Teaching. This track prepares students with the course requirements for admission to the graduate teacher licensure program at the University of Oregon-UO Teach. This concentration does not, in and of itself, lead to a teaching license; rather, it provides a well-defined content so that students are prepared to enroll in a graduate program to become licensed to teach social studies at the middle or high school level.

General social science majors are encouraged to consult with their advisors at least once a year to ensure their remaining course work is structured to meet all the requirements for the major. Students should notify the General Social Science Program office of their intention to graduate at least one term before the proposed graduation date.

Major requirements for each of the four concentrations may be found on the program website.

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Geography

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1251 University of Oregon
Eugene OR 97403-1251

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http://geography.uoregon.edu

Faculty

Patrick J. Bartlein, professor (climatology, paleoclimatology, data analysis and visualization). BA, 1972, MS, 1975, PhD, 1978, Wisconsin, Madison. (1982)

Christopher Bone, assistant professor (geographic information system science, spatial analysis and modeling). BA, 2003, Toronto; MS, 2005, PhD, 2009, Simon Fraser. (2011)

Daniel P. Buck, associate professor (political economy, food geographies, East Asia). BA, 1987, California State, Chico; MA, 1996, PhD, 2002, California, Berkeley. (2008)

Shaul E. Cohen, associate professor (political, environmental, cultural; Middle East). BA, 1983, Clark; MA, 1987, PhD, 1991, Chicago. (1996)

Mark Fonstad, associate professor (geomorphology, remote sensing, hydrology). BA, 1995, Wisconsin, Madison; MA, 1997, Ohio; PhD, 2000, Arizona State. (2011)

Daniel Gavin, associate professor (biogeography, paleoecology, climate change). BA, 1992, Dartmouth; MS, 1997, PhD, 2000, Washington (Seattle). (2006)

Derrick Hindery, assistant professor (global economic restructuring, environment, indigenous communities). See **International Studies**.

Amy K. Lobben, associate professor (geographic information system science, behavioral geography, data visualization). BA, 1991, MA, 1996, Georgia State; PhD, 1999, Michigan State. (2004)

W. Andrew Marcus, professor (hydrology, fluvial geomorphology, remote sensing). BS, 1978, Stanford; MA, 1983, Arizona State; PhD, 1987, Colorado. (2001)

Patricia F. McDowell, professor (geomorphology, river management and restoration, Quaternary environments). BA, 1971, MA, 1977, Illinois Institute of Technology; PhD, 1980, Wisconsin, Madison. (1982)

James E. Meacham, senior research associate (geographic information systems, cartography, atlas design and production); administrative and research director, InfoGraphics Laboratory. BS, 1984, MA, 1992, Oregon. (1992)

Katharine Meehan, assistant professor (urban political ecology, water policy, Mexico). BA, 1999, Oregon; MS, 2005, Oxford; PhD, 2010, Arizona. (2010)

Alexander B. Murphy, James F. and Shirley K. Rippey Chair in Liberal Arts and Sciences; professor (political and cultural geography, Europe, law and geography). BA, 1977, Yale; JD, 1981, Columbia; PhD, 1987, Chicago. (1987)

Lise Nelson, associate professor (cultural and political geography, globalization, the Americas). BA, 1990, Oregon; MA, 1996, PhD, 2000, Washington (Seattle). (2000)

Xiaobo Su, assistant professor (cultural politics, tourism and urban conservation, China). BArch, 2000, Southeast University (Nanjing); MSc, 2003, Sun Yat-sen University; PhD, 2007, National University of Singapore. (2007)

Peter A. Walker, professor (cultural and political ecology, U.S. West, Africa). BA, 1986, California, Berkeley; MS, 1990, Harvard; PhD, 1997, California, Berkeley. (1997)

Special Staff

Blake Andrew, cartographic program specialist (geographic information systems, cartography); GIS program specialist, InfoGraphics Lab. BS, 2000, Oregon. (2007)

Jacob Bartruff, spatial analyst programmer (geographic information systems, web application development);

employee, InfoGraphics Lab. BS, 2006, Oregon. (2002)
Clark, Jessie H., instructor (political geography, research skills and professional development, human geography); undergraduate coordinator. BA, 2004, Oregon; MA, 2007, PhD, 2012, Arizona. (2012)

Donald G. Holtgrieve, adjunct assistant professor (environmental planning, resource management, watershed issues). BA, 1963, San Diego State; MA, 1970, California State; PhD, 1972, Oregon (2002)

Kenneth Kato, senior research assistant (geographic information systems, planning, cartography); assistant director, InfoGraphics Lab. BS, 1994, Ohio; MCRP, 2000, Oregon. (2000)

Nicholas P. Kohler, instructor (geographic information systems, cartography, human-environmental relations). BA, 1989, Princeton; MA, 1997, PhD, 2005, Oregon. (2006)

Alethea Steingisser, research assistant (cartography and graphic design, geographic information systems); designer and production manager, InfoGraphics Lab. BS, 2002, California State, Northridge; MS, 2006, Oregon. (2006)

Emeriti

Stanton A. Cook, professor emeritus. AB, 1951, Harvard; PhD, 1960, California, Berkeley. (1960)

Susan W. Hardwick, professor emerita. BS, 1968, Slippery Rock; MA, 1976, California State, Chico; PhD, 1986, California, Davis. (2000)

Carl L. Johannessen, professor emeritus. BA, 1950, MA, 1953, PhD, 1959, California, Berkeley. (1959)

Clyde P. Patton, professor emeritus. AB, 1948, MA, 1950, PhD, 1953, California, Berkeley. (1958)

Everett G. Smith Jr., professor emeritus. BA, 1953, MA, 1956, Illinois; PhD, 1962, Minnesota. (1965)

Alvin W. Urquhart, professor emeritus. AB, 1953, MA, 1958, PhD, 1962, California, Berkeley. (1960)

Ronald Wixman, professor emeritus. BA, 1968, Hunter; MA, 1972, Columbia; PhD, 1978, Chicago. (1975)

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

Undergraduate Studies

Undergraduate students in the Department of Geography develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. Lower-division courses are open to any student at the university. For students transferring to the university in their third year, preparation in introductory college geography courses is desirable.
An undergraduate major in geography follows a broadly based general degree program. Both bachelor of arts (BA) and bachelor of science (BS) degrees are offered in the department. To achieve depth in a particular subfield of geography, electives are chosen from one of five tracks: environmental geography; culture, politics, and place; geographic information science; geographic education; and physical geography.

Although a degree in geography is a liberal arts degree, many graduates have found related vocational opportunities in government or private employment, principally in planning, environmental research, cartography, or geographic information science.

General Requirements for a Bachelor's Degree in Geography

Bachelor of Arts (BA). Geography majors seeking a BA degree must demonstrate proficiency in a second language by passing the third term of a second-year university language course with a grade of C- or better or by examination indicating an equivalent level of proficiency.

Bachelor of Science (BS). Geography majors seeking a BS degree must complete a mathematics sequence that satisfies the university's mathematics requirement for a BS degree. Mathematics courses must be passed with a grade of at least C- or P. The optimal courses for the university's mathematics requirement depend on one's track and focus; consult with an advisor.

Students considering graduate school should complete both the mathematics and language requirements.

Major Requirements

The geography major requires a minimum of 52 credits in geography courses or specifically noted chemistry, environmental studies, mathematics, and physics courses. At least ten courses (40 credits) must be taken in geography core subjects, and at least three elective courses (12 credits) are required in one of the five geography tracks. At least eight geography courses must be taken for a letter grade. A grade of C- or better or P (pass) is

required in each course, and a GPA of 2.25 or better is required in courses used to satisfy major requirements.
Introductory Geography (12 credits). The Natural Environment (GEOG 141), Human Geography (GEOG 142), Our Digital Earth (GEOG 181).

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 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), Sustainability (ENVS 455) (if taught by Peter Walker), Advanced Geography of European-American Regions (GEOG 470), North American Historical Landscapes (GEOG 471), Advanced Geography of Non-European-American Regions (GEOG 475).

Geographic Information System Science (8 credits). Two courses selected from Statistical Methods I (MATH 425), GIScience I (GEOG 481), GIScience II (GEOG 482), Remote Sensing I (GEOG 485), Remote Sensing II (GEOG 486), Advanced Geographic Information Systems (GEOG 491), Advanced Cartography (GEOG 493), Geographic Data Analysis (GEOG 495), Qualitative Methods in Geography (GEOG 497).

Physical Geography (8 credits). Two courses selected from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Global Environmental Change (GEOG 361), 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), Climatological Aspects of Global Change (GEOG 432), Fire and Natural Disturbances (GEOG 433).

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); Global Migration (GEOG 443), Culture, Ethnicity, and Nationalism (GEOG 445); Geography of Religion (GEOG 446); Environmental Alteration (GEOG 461); Geography, Law, and the Environment (GEOG 463); Environment and Development (GEOG 465); Gender and Environment (GEOG 466), International Water Policy (GEOG 467); North American Historical Landscapes (GEOG 471); and, if taught by Peter Walker: Perspectives in Nature and Society (ENVS 420), Political Ecology (ENVS 450).

Electives (12 credits). Three 400-level courses chosen from one of the following five tracks. Bachelor of arts candidates may choose any track except geographic information science. Bachelor of science candidates may choose environmental geography, physical geography, or geographic information science. It is possible to create an independent track with the approval of a department advisor.

Environmental Geography-three from GEOG 414, 421, 422, 423, 425, 427, 430, 432, 433, 461, 463, 465, 466, 467.

Culture, Politics, and Place-three from GEOG 441, 442, 443, 445, 446, 461, 463, 465, 466, 467, 471.

Geographic Information Science-three from GEOG 482, 485, 486, 491, 493, 495, 497.

Geography Education-three from GEOG 409 (if major declared by fall 2006), 442, 443, 445, 461, 465, 467, 470, 471, 475 or other upper-division courses with approval of the advisor.

Physical Geography-PHYS 101, 102 or PHYS 201, 202; CH 111 or CH 221; and three from GEOG 421, 422, 423, 425, 427, 430, 432, 433.

Seminar (GEOG 407), Experimental Course (GEOG 410), or other upper-division courses with advisor approval may be used to satisfy the elective requirement.

Honors Programs

The Department of Geography offers an honors option for its majors. More information is available in the department office.

The University of Oregon offers a Professional Distinctions Program, enabling students with a 3.00 GPA and at least 60 completed credits to enhance their undergraduate experience with a set of skills and knowledge that complements their majors. Geography majors should consider exploring a distinction (area of interest) in data analysis or geographic information science and technology. For more information, visit uodistinctions.uoregon.edu/site.

Minor Requirements

To complete the minor in geography, students must take at least six courses (24 credits) in geography, including one regional geography or techniques course, one upper-division physical geography course, and one upper-division human geography course. At least 16 credits must be taken for a letter grade; grades of C- or better or P must be earned in all geography courses applied to the minor.

Double Major

Geography majors may also complete a second major in any field of the student's choice. Two of the most common are environmental studies or environmental science-an excellent combination with geography because they offer grounding in the physical and human systems within which environmental issues are situated in a larger global context. For details about adding a second major, visit the department's website.

Internships in Geography

Internships are unpaid off-campus work experiences. Students receive one credit for each three hours of participation as an intern; internships may be extended to a second term with prior departmental approval. Interns apply geographic concepts in the service of government, private industry, or nongovernmental organizations. Internships are initiated by students or may come at the suggestion of a faculty member or the request of an employer. Past interns have worked in the Eugene Planning and Development Department, the U.S. Department of Agriculture Forest Service, Lane County Soil Conservation District, and many other organizations and agencies.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in geography are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching. Students may also apply to the fifth-year licensure program to become an elementary teacher. See also the **College of Education** section of this catalog.

Graduate Studies

Graduate work leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees is offered.
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 PhD 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 January 15 to be considered the following fall term. The department notifies applicants of the admission decision around April 1. Graduate teaching fellowships typically are awarded once a year, in April.

The department's website has online application materials and information about the application process.

Applicants must submit scores from the Graduate Record Examinations general test. There is no minimum requirement for GRE scores.

International students whose native language is not English must submit results from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination from within five years of the application date. The Department of Geography requires a minimum score of 575 (paper-based) or 88 (Internet-based) for the TOEFL. The minimum overall band score on the academic module of the IELTS is 7.0. For more information about the TOEFL and IELTS examination, visit their respective websites.

For more information about the geography department graduate application process, visit geography.uoregon.edu/department/grad/index.html.

General Requirements

In both the master's and the doctoral programs, students are expected to develop a broad background in the discipline of geography, in-depth knowledge in an area of emphasis, and the ability to conduct and report independent research, including the use of appropriate geographic techniques. The area of emphasis may combine more than one traditional subfield of geography. The PhD requires development of more in-depth knowledge in the area of emphasis and a substantial independent research project resulting in a dissertation. Areas of emphasis in human geography include political and ethnic geography, cultural geography, and human-environment relations. Areas of emphasis in physical geography include biogeography, climatology, and geomorphology. Environmental studies in the department focus on global environmental change, forest issues, river and watershed issues, and politics, policy, and law. In geographic techniques, cartography, data analysis, visualization, and geographic information systems are emphasized. Geographic education is another area of focus. The department also offers course work and faculty expertise in the American West, Europe (both West and East), Russia and neighboring states, Latin America, and Africa.
To ensure breadth of knowledge in the discipline, doctoral and master's degree candidates must complete the following courses or their equivalents either during the program or prior to entering: GIScience I (GEOG 581) or GIScience II (GEOG 582), Qualitative Methods in Geography (GEOG 597) or Geographic Data Analysis (GEOG 595), two upper-division courses in physical geography from different subfields, and two upper-division courses in human geography from different subfields.

Practicum (GEOG 609) and Theory and Practice of Geography I and II (GEOG 611, 612) 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) are required of each candidate.

Students must demonstrate skill in a second language, which may be met either by passing a second-year university foreign language course during the seven-year period prior to the receipt of the master's degree or by demonstrating second-year proficiency on the College-Level Examination Program (CLEP) test.

Where appropriate for the thesis or dissertation topic and with the approval of the advisory committee, computer programming skills may be substituted for the second language. These skills typically are demonstrated by completing a minimum of two approved courses and writing a program used in the thesis research.

A committee of two geography faculty members supervises the research and writing of a master's thesis that shows evidence of original research and writing. The student must enroll in Thesis (GEOG 503) for 9 credits, at least 3 of which must be taken during the term the degree is granted. Every master's thesis must be presented at a public lecture.

Doctoral Program

The PhD program requires competent understanding of one of the systematic fields of geography and a broad understanding of geographic topics that enables the student to address and synthesize problems that cross the various fields of geography. While this program is designed to suit each individual's background and interests, prospective candidates should pay attention to the systematic specialization and regional interests of the department's faculty members before applying for admission.

The candidate may use Research (GEOG 601) and Reading and Conference (GEOG 605) to follow specific interests with individual members of the faculty. The PhD program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

PhD 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 PhD program requires at least two graduate-only seminars (GEOG 607) and the completion of a second language or technical skill. The second-language or skill requirement may be met in any of the following ways:

1. Proficiency in a second language at the level required for the master's degree or computer-programming skills

2. Advanced second-language training to the level required to pass a third-year college-level course in composition and conversation
3. Mastery of a technique or method of geographic research by passing at least one methods course in geography and at least three approved advanced-level courses from outside the department

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in the following areas: a systematic field of geography, a region or a topic that integrates several fields of geography, and geographic thought and methodology. The student, in consultation with a faculty committee, writes a comprehensive examination memo that outlines at least three areas of geographical expertise within which is situated the student's core research and teaching interests. Once the memo is read and approved, the student has two weeks to respond to four questions posed by the committee. Please see the geography department's *Graduate Program Handbook* for additional details: http://geography.uoregon.edu/files/GradHandbook_November_2012.pdf

Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student's dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

InfoGraphics Lab

James E. Meacham, Director

163 Condon Hall

541-346-5788 or -5810

geography.uoregon.edu/infographics

The InfoGraphics Lab is a geographic information systems (GIS) research and cartographic production facility located in the Department of Geography. The laboratory works on a variety of supported projects with faculty members, campus offices, and government agencies. Integration of GIS and graphic design tools with cartographic design is its focus. Graduate and undergraduate students may be employed on lab projects.

Geography Courses (GEOG)

141 The Natural Environment (4) The earth's physical landscapes, vegetation patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Fonstad, Gavin.
142 The Human World (4) Ways in which various cultures live and use their environments. Discussion of the changing distributions of major cultural elements. Clark, Hardwick, Meehan.

181 Our Digital Earth (4) Exploring the emergence of geospatial data and technologies that are pervasive in our everyday lives and how they are shaping society. Bone, Kohler.

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.

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.

205 Geography of Pacific Asia (4) Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia. Buck, Su.

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. 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.

321 Climatology (4) Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Special fee. Prereq:

GEOG 141. Bartlein.

322 Geomorphology (4) Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. Special fee. Prereq: GEOG 141 or GEOL 102 or 202. McDowell.

323 Biogeography (4) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: one from GEOL 103, 203, GEOG 141, BI 370. Gavin.

341 Population and Environment (4) Patterns of population growth over history and place, current policies and programs, and impacts and trends in U.S. and international contexts. Includes method and theory. 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. Buck, Nelson.

343 Society, Culture, and Place (4) Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs. Hardwick, Su.

360 Watershed Science and Policy (4) Physical and biological processes of watersheds; problems of land use, water quality, riparian zones, aquatic ecology; scientific basis of watershed management and policy. Special fee. Prereq: GEOG 141, or GEOL 102 or 202, or BI 130 or 213. McDowell.

361 Global Environmental Change (4) Natural and human-induced environmental changes and their impact on different environmental systems. Not available to those who have taken GEOG 143. Prereq: GEOG 321 or 322 or 323. Bartlein.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

406 Field Studies: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-16R)

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-4R) Topics are listed in the class schedule each term.

412/512 Review of Geospatial Concepts (2) An online, self-guided introduction to the basic concepts behind modern cartography and geographic information systems. Not available to those who have taken GEOG 311.

421/521 Advanced Climatology: [Topic] (4R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Prereq: GEOG 321. **R** when topic changes. Bartlein.

423/523 Advanced Biogeography: [Topic] (4R) Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Special fee. Prereq: GEOG 323. **R** when topic changes. Gavin.

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. Fonstad.

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: MATH 112; one from GEOG 322, 425, GEOL 334. 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 or 322 or 323. Bartlein, Gavin.

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 or 322 or 323. Bartlein.

433/533 Fire and Natural Disturbances (4) Wildfire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Prereq: BI 307 or GEOG 323 or BI 370. Offered alternate years. Gavin.

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. Junior standing required. Clark, Murphy, Nelson.

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. Junior standing required. Cohen, Hardwick, Meehan.

443/543 Global Migration (4) Explores political, economic, and sociocultural dimensions of labor migration. Topics include capitalism and colonialism; state territoriality; urbanization; globalization; race, gender, and citizenship. Junior standing required. Nelson.
444/544 Cultural Geography (4) Patterns of culture as a force in human affairs; dynamics of identity, place, and power; the creation of culture at different scales. Junior standing required.

448/548 Tourism and Development (4) Tourism-related concepts and practices associated with tourism planning, development, marketing, and impacts in different geographic contexts.

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. Junior standing required. Kohler.

462 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. Junior standing required. 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. Junior standing required. Murphy.

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. Junior standing required. Hindery, Nelson.

466/566 Gender and Environment (4) How gender shapes understandings of and interactions with nature. Gender, science, and nature in Western thought; global environmental justice; population debates; feminist political ecology. Junior standing required. Nelson.

467/567 International Water Policy (4) Examines problems in water policy and governance in a global context. Draws on interdisciplinary perspectives, compares case studies, and analyzes institutions. Prereq: GEOG 360. Meehan.

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. Junior standing required. **R** when region changes.

471/571 North American Historical Landscapes (4) Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects. Junior standing required. Holtgrieve.

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. Junior standing required. **R** when region changes. Buck, Su.

481/581 GIScience I (4) An introduction to geographic information science, geographic information systems (GIS), the current population survey (CPS), remote sensing, and cartography. Sequence with GEOG 482/582, 491/591. Prereq: GEOG 181. Bone, Kohler, Lobben.

482/582 GIScience II (4) Spatial data collection, spatial data models, database design, data editing, geographic information system (GIS) project management, and advanced topics in geographic information science. Sequence with GEOG 481/581, 491/591, 493/593. Prereq: GEOG 481/581. Bone, Kohler, Lobben.

485/585 Remote Sensing I (4) Introduction to remote sensing science including its physical basis, instruments, platforms, data, processing methods, and applications. Sequence with GEOG 486/586. Prereq: GEOG 481/581. Fonstad, Kohler.

486/586 Remote Sensing II (4) The use of digital electromagnetic data for classification, mapping, and monitoring biologic, hydrologic, atmospheric, geologic, and human processes and environmental change. Sequence with GEOG 485/585. Prereq: GEOG 485/585. Fonstad, Kohler.

490/590 GIScience: [Topic] (4R) Advanced topics on geographic information systems science including spatial analysis and modeling, data visualization, cartography, volunteered geographic information, GIS programming. Prereq: GEOG 481/581.

491/591 Advanced Geographic Information Systems (4) Socioeconomic analysis with geographic information systems (GIS) and the U.S. census, network modeling, 3-D models of natural and urban landscapes, web-based GIS and programming. Sequence with GEOG 481/581, 482/582. Prereq: GEOG 482/582. Bone, Kohler, Lobben.

493/593 Advanced Cartography (4) Map design and production methods; use of color, cartographic visualization, graphing, data graphics theory, and integration of geographic information systems (GIS) and graphics tools. Sequence with GEOG 481/581, 482/582. Prereq: GEOG 482/582. Meacham.

495/595 Geographic Data Analysis (4) Analysis and display of geographical data by traditional data-analytical

methods and by scientific-visualization approaches. Prereq: GEOG 481/581. Bartlein.
497/597 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 341, 342, or 343. Nelson.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-16R)

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

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

611 Theory and Practice of Geography I (4) Introduction to professional practice in geography and the development of geographic concepts and theories from ancient times through the mid-20th century. Sequence with GEOG 612 and 613.

612 Theory and Practice of Geography II (4) The development of geographic concepts and theories from the mid-20th century to the present. Students learn to refine effective geographic research questions. Sequence with GEOG 611 and 613. Prereq: GEOG 611.

613 Research Design (4) Examines main components of research design, including research questions, methodological approach, institutional review boards, funding programs, proposal writing, and application. Sequence with GEOG 611 and 612. Prereq: GEOG 612.

631 Progress in Physical Geography (1R) Recent developments in climatology, geomorphology, hydrology, and biogeography. Lectures, readings, and presentation of faculty and student works in progress. **R** for maximum of 12 credits. Bartlein, Gavin, Marcus, McDowell.

632 Progress in Human Geography (1R) Recent developments in cultural, economic, environmental and political geography. Lectures, readings, and presentation of faculty and student works in progress. **R** for maximum of 12 credits. Buck, Cohen, Hardwick, Meehan, Murphy, Nelson, Su, Walker.

633 Progress in Geographic Information Science (1R) Recent developments in cartography, GIS, remote sensing, data analysis, and visualization. Lectures, readings, and presentation of faculty and student works in progress. **R** for maximum of 12 credits. Lobben.

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Geological Sciences

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Faculty

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Katharine V. Cashman, professor (volcanology, igneous petrology, crystallization kinetics). BA, 1976, Middlebury; MS, 1979, Victoria, New Zealand; PhD, 1987, Johns Hopkins. (1991)

Rebecca J. Dorsey, professor (sedimentology, basin analysis). BS, 1983, Vermont; MA, 1986, PhD, 1989, Princeton. (1997)

Emilie Hooft Toomey, assistant professor (marine geophysics). BSc, 1990, Trinity College, Toronto; PhD, 1997, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1999)

Eugene D. Humphreys, professor (seismology, regional tectonics). BS, 1974, MS, 1978, California, Riverside; PhD, 1985, California Institute of Technology. (1985)

Qusheng Jin, associate professor (biogeoscience). BS, 1994, Nanjing; MS, 1997, Chinese Academy of Sciences; PhD, 2003, Illinois, Urbana-Champaign. (2005)

A. Dana Johnston, professor (experimental petrology, geochemistry). BS, 1976, Bates; MS, 1978, PhD, 1983, Minnesota. (1986)

Marli B. Miller, senior instructor (structural geology). BA, 1982, Colorado College; MS, 1987, PhD, 1992, Washington (Seattle). (1997)

Mark H. Reed, professor (mineral deposits, aqueous geochemistry). BA, 1971, Carleton; MS, 1974, PhD, 1977, California, Berkeley. (1979)

Alan W. Rempel, associate professor (geomechanics and applied mathematics). BASc, 1991, MSc, 1995, British Columbia; PhD, 2001, Cambridge. (2004)

Gregory J. Retallack, professor (paleobotany, paleosols). BA, 1973, Macquarie; PhD, 1978, New England University, Australia. (1981)

Joshua J. Roering, professor (surface processes, geomorphology). BS, 1994, MS, 1995, Stanford; PhD, 2000, California, Berkeley. (2000)

David A. Sutherland, assistant professor (physical oceanography). BA, 2001, North Carolina, Wilmington; PhD, 2008, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (2011)

Douglas R. Toomey, professor (seismology, tectonics, midocean ridges). BS, 1981, Pennsylvania State; PhD, 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Paul J. Wallace, professor (igneous petrology, volcanology, geochemistry). BS, 1986, George Washington University; PhD, 1991, California, Berkeley. (2001)

James M. Watkins, assistant professor (experimental petrology, geochemistry, volcanology). BS, 2005, Wisconsin, Eau Claire; PhD, 2010, Cailfornia, Berkeley. (2012)

Ray J. Weldon, professor (neotectonics, structural and quaternary geology). BA, 1977, Pomona; PhD, 1986, California Institute of Technology. (1987)

Courtesy

David Krinsley, courtesy professor (electron microscopy). PhB, 1948, SB, 1950, SM, 1950, PhD, 1956, Chicago. (1991)

John M. Logan, courtesy professor (rock mechanics). BS, 1956, Michigan State; MS, 1962, PhD, 1965, Oklahoma. (1997)

Daniel Weill, courtesy professor (petrology, geochemistry, mineralogy). BA, 1956, Cornell; MS, 1958, Illinois; PhD, 1962, California, Berkeley. (2002)

Special Staff

John Donovan, research assistant (electron beam microanalysis). (2001)

Dennis K. Fletcher, research assistant. BS, 1996, Oregon. (2006)

James Palandri, research associate. PhD, 2000, Oregon. (2001)

Emeriti

Sam Boggs, professor emeritus. BS, 1956, Kentucky; PhD, 1964, Colorado. (1965)

M. Allan Kays, professor emeritus. BA, 1956, Southern Illinois; MA, 1958, PhD, 1960, Washington (St. Louis). (1961)

Alexander R. McBirney, professor emeritus. BS, 1946, United States Military Academy, West Point; PhD, 1961, California, Berkeley. (1965)

William N. Orr, professor emeritus. BS, 1961, Oklahoma; MA, 1963, California, Riverside and Los Angeles; PhD, 1967, Michigan State. (1967)

Jack M. Rice, professor emeritus. AB, 1970, Dartmouth; MS, 1972, PhD, 1975, Washington (Seattle). (1977)

Norman M. Savage, professor emeritus. BSc, 1959, Bristol; PhD, 1968, Sydney. (1971)

Harve S. Waff, professor emeritus. BS, 1962, William and Mary; MS, 1966, PhD, 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 provides 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 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 also addresses many natural hazards-earthquakes, flooding, and volcanic eruptions-that affect humans. It addresses the impact of humans on 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 as much mathematics and science (physics, chemistry, biology, or earth science) as possible.

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 two quarters or a semester of calculus. A year of general geology with laboratory is recommended.

Careers. Students with a degree in geological sciences are qualified for employment in a broad range of careers: geotechnical and environmental consultants; K-12 school teachers (with an additional teaching certificate); laboratory technicians; professional geologists, geophysicists, or geochemists; and positions in the petroleum and mining industries or in state and federal agencies such as the United States Geological Survey or the Environmental Protection Agency. The current climate for employment in the earth sciences is good. Geoscience jobs require skills in critical thinking and problem solving, quantitative analysis, oral and written communication, and team work. The Department of Geological Sciences curriculum emphasizes these skills.

Geological Sciences Curriculum

The Department of Geological Sciences offers a bachelor of science (BS) or a bachelor of arts (BA) degree with a major in geological sciences.

Introductory Geology. The department offers two introductory sequences. The recommended sequence for majors is Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203). The 100-level sequence-Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103)-may be substituted if the three courses are passed with grades of mid-B or better.

Grade Options and Standards. Undergraduate majors must take for letter grades (the pass/no pass option is not

acceptable) all the courses required in their degree program. Required courses must be completed with grades of C- or better. Exceptions for honors students are noted under Honors in Geological Sciences.
Major Tracks. Earth science is an unusually broad subject. It addresses everything from the chemical processes that make rocks and minerals to the physics behind plate tectonics and the travel of earthquake waves through the planet. It explores the history of the evolution of life revealed in fossils, and it probes the earth processes that affect how humans can survive on the surface of the planet. To address this breadth, the department offers four curricular tracks for a major in geological sciences: geology, geophysics, environmental geoscience, and paleontology.

All of the tracks require a common core of general chemistry, calculus, general geology, and physics, except that paleontology- and environmental geoscience-track students may take two terms of biology in place of two terms of physics. Beyond the core, each track requires certain additional courses and a selection of electives.

Undergraduate Research. As many as 4 credits of research can be counted toward electives in any of the tracks. To receive such credit, students must (1) submit a short letter, approved by the faculty research advisor and addressed to the head undergraduate advisor in geological sciences, stating the nature of the research and asserting that there is faculty supervision; and (2) submit a final written report to the faculty advisor describing the results of the research. Students may earn credit in this category by registering for any of the following: Research (GEOL 401), Field Studies (GEOL 406), Laboratory Projects (GEOL 408). Students who complete an honors thesis may not apply this option toward elective credits.

Geology Track

Core	**55 credits**
Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103) or Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203)	12
General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)	12
General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)	12
Calculus for the Biological Sciences I,II (MATH 246, 247) or Calculus I,II (MATH 251, 252)	8
Calculus III (MATH 253) or Statistical Methods I (MATH 425) or Earth and Environmental Data Analysis (GEOL 418) or Design of Experiments (PHYS 481)	4
Earth Physics (GEOL 315)	2
Introduction to Hydrogeology (GEOL 316)	2
Introduction to Field Methods (GEOL 318)	3

Additional Requirements	**31 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 Studies (GEOL 406)	12

Electives 20 credits

Biology. Biology courses numbered 306 or higher

Chemistry. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239), Organic Chemistry I,II,III (CH 331, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 431, 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Introduction to Programming and Algorithms (CIS 122), Computer Science I,II,III (CIS 210, 211, 212), Introduction to Algorithms (CIS 315)

Geography. Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Watershed Policy and Science (GEOG 360), Global Environmental Change (GEOG 361), Advanced Biogeography (GEOG

Additional Requirements

423), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), GIScience I,II (GEOG 481, 482), Geographic Data Analysis (GEOG 495)
Geological Sciences. Geological sciences courses numbered 353, 363, 401, 403, 410, and higher (may include one course numbered 304-310). As much as 3 credits of Seminar: Current Topics in Geology (GEOL 407) may be included (pass/no pass)

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations and Fourier Analysis I,II (MATH 420, 421), Statistical Methods I,II (MATH 425, 426)

Physics. Introductory Physics Laboratory (PHYS 204, 205, 206), Foundations of Physics Laboratory (PHYS 290), Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Geophysics Track

Core 60-65 credits

Requirements are the same as for the geology option, except that GEOL 311 may be substituted for GEOL 331 and 332, and Foundations of Physics I (PHYS 251, 252, 253) is required

	28 credits
Mechanical Earth (GEOL 455)	4
Introduction to Differential Equations (MATH 256), Several-Variable Calculus (MATH 281, 282)	12
Foundations of Physics II (PHYS 351, 352, 353) or Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)	12

Electives 16 credits

Chemistry. Physical Chemistry (CH 411)

Geological Sciences. Courses numbered 350-353, 363, 401, 403, and higher. As much as 3 credits of Seminar: Current Topics in Geology (GEOL 407) may be included (pass/no pass)

Mathematics. No more than 8 credits from Elementary Linear Algebra (MATH 341, 342), Partial Differential Equations: Fourier Analysis I,II (MATH 421, 422)

Environmental Geoscience Track

Core	**60-65 credits**
Requirements are the same as for the geology track, except PHYS 201, BI 211, and BI 212 or 213 may be substituted for that track's physics requirement. GEOL 311 may be substituted for GEOL 331 and 332	

Additional Requirements	**20 credits**
Earth Resources and the Environment (GEOL 310)	4
Sedimentology and Stratigraphy (GEOL 334)	4
Biogeography (GEOG 323)	4
Geologic Hazards (GEOL 353)	4
Ecology (BI 370) or Hydrogeology (GEOL 451)	4

Electives 24 credits

Biology. Courses numbers 306 and higher

Chemistry. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239), Organic Chemistry I,II,III (CH 331, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 431, 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Introduction to Programming and Algorithms (CIS 122); Computer Science I,II,III (CIS 210, 211, 212), Introduction to Algorithms (CIS 315)

Geography. Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Watershed Policy and Science (GEOG 360), Global Environmental Change (GEOG 361), Advanced Biogeography (GEOG 423), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), GIScience I,II (GEOG 481, 482), Geographic Data Analysis (GEOG 495)
Geological Sciences. Courses numbered 350, 363, 401, 403, 406, 410 and higher (may include one course numbered 304-310)

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations and Fourier Analysis I,II (MATH 420, 421), Statistical Methods I,II (MATH 425, 426)

Physics. Introductory Physics Laboratory (PHYS 204, 205, 206), Foundations of Physics Laboratory (PHYS 290), Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

OSU engineering courses, by permission of a departmental advisor

Paleontology Track

Core	**60-65 credits**
Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103) or Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203)	12
General Physics (PHYS 201) or Foundations of Physics I (PHYS 251)	4
General Biology I: Cells (BI 211) and General Biology II: Organisms (BI 212) or General Biology III: Populations (BI 213) or General Physics (PHYS 202, 203) or Foundations of Physics I (PHYS 252, 253)	8
General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)	12
Calculus for the Biological Sciences I,II (MATH 246, 247) or Calculus I,II (MATH 251, 252)	8
Calculus III (MATH 253) or Statistical Methods I (MATH 425) or Earth and Environmental Data Analysis (GEOL 418) or Design of Experiments (PHYS 481)	4
Earth Materials (GEOL 311) or Mineralogy (GEOL 331) and Introduction to Petrology (GEOL 332)	5-10
Earth Physics (GEOL 315)	2
Introduction to Hydrology (GEOL 316)	2
Introduction to Field Methods (GEOL 318)	3
Additional Requirements	**29 credits**
Sedimentology and Stratigraphy (GEOL 334)	4
Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352)	5
Field Studies (GEOL 406)	12
Two from Paleontology I: Paleozoic Marine Fossils (GEOL 431), Paleobotany (GEOL 433), Vertebrate Paleontology (GEOL 434), Paleopedology (GEOL 435)	8

Electives 16 credits

16 credits from any combination of the geology-track electives.

Honors in Geological Sciences

Application for graduation with honors in geological sciences must be made no later than spring term of the student's junior year. To be eligible for graduation with honors, a student must

1. Maintain a grade point average (GPA) of 3.50 or better in geological sciences courses or a 3.00 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 may register for 3 credits of Research: Thesis (GEOL 401) the term before they intend to graduate, and 3 credits of Thesis (GEOL 403) the term of graduation. These credits may be applied toward electives.

Minor Requirements

Students who want a minor in geological sciences 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, 308, or 310 may be applied to the minor. Undergraduate minors must take all required courses for letter grades and complete them with grades of C- or better.

Group Requirements

Fourteen geological sciences courses satisfy university science group requirements. See the Group Requirements section of this catalog under **Registration and Academic Policies.**

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in geological sciences are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the **College of Education** section of this catalog.

Graduate Studies

The Department of Geological Sciences offers programs of graduate study leading to master of science (MS), master of arts (MA), and doctor of philosophy (PhD) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in geobiology, geochemistry, geodesy, geomechanics, geomorphology, geophysics, mineralogy, petrology, volcanology, paleontology, stratigraphy, sedimentary petrology, structural geology, and ore deposit geology. The master's degree program requires two years or more for completion.
Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. Nonnative speakers of English must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Graduate students are advised by a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements

Basic university requirements for graduate degrees are described in the **Graduate School** section of this catalog. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should read the *Guide to Graduate Study* on the department website, pages.uoregon.edu/dogsci/doku.php?id=graduate:_about, or write to the Department of Geological Sciences for details.

Programs

Graduate study in geological sciences is offered in five broad areas: volcanology-petrology-geochemistry, stratigraphy-surface processes, paleontology-paleopedology-geobiology, structural geology-geophysics, and economic geology (mineral deposits).

Volcanology-Petrology-Geochemistry

The department has excellent analytical and other research facilities for studies in these subdisciplines, and the volcanic and metamorphic terrane of the Northwest offers unsurpassed opportunities for field studies. Active research programs are diverse and include studies of eruption dynamics, magma volatile inventories, and magma rheology; experimental studies of igneous phase equilibria and trace element partitioning; calculations of multicomponent equilibria in aqueous systems and volcanic gases; and studies of igneous protogenesis.

Stratigraphy-Surface Processes

The stratigraphic record of tectonically active sedimentary basins indicates the dynamic interactions among basin subsidence, sediment input from eroding sources, evolution of depositional systems, and active faulting and folding that govern these processes. Research in this area combines field-based stratigraphic, sedimentologic, and geomorphic analysis with provenance studies and concepts derived from theoretical models to decipher the complex structural and climatic controls on the filling histories of active basins.

Surface processes regulate how tectonics and climate affect landscape evolution. Field observations, numerical simulations, topographic analyses, and experimental facilities are used to study sediment transport processes over a range of spatial and temporal scales. Projects incorporate links between active tectonics and structural geology, biology, geomechanics, and surface processes to address problems such as landsliding and hill-slope evolution, biological contributions to soil creep and landscape lowering, and the geomorphic implications of seismic-induced landsliding.

Paleontology-Paleopedology-Geobiology

Studies of fossil soils, plants, and vertebrates aim to reconstruct life on land and its role in global change. Global changes of interest include Neogene paleoclimate and paleoenvironment of ape and human evolution in East Africa, environmental effects of terminal Cretaceous impact and dinosaur extinction in Montana, consequences of mass extinction and methane clathrate degassing at the Permian-Triassic boundary, and the effect of early land plants and forests on weathering and atmospheric composition during the early Paleozoic.

Geobiology focuses on the interaction of microorganisms with the geologic environment and the ways life forms affect geological processes, such as weathering and mineralization.

Structural Geology-Geophysics

Graduate work in the structural geology-geophysics area involves the study of the earth's dynamic processes.

Seismic imaging techniques using regional arrays provide tools for understanding regional tectonics. Studies of upper-mantle and lithospheric structure beneath the Rocky Mountains and in the Pacific Northwest subduction zone are providing essential constraints, unavailable from surface geology, for detailed dynamical models of plate-lithospheric deformation.

Structural geology focuses on applying modern field and analytical techniques to solving problems in Cenozoic tectonics and active faulting. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, and theoretical modeling to address problems including Oregon's Basin and Range province and coastal deformation, active tectonics of the San Andreas Fault system, and seismic risk along the Pacific margin of the United States and southeast and central Asia.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes.

Mineral Deposits

Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, and active geothermal systems. These projects combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization.

Related Research Activities

The Condon Collection of Fossils at the Museum of Natural and Cultural History maintains strong ties to the Department of Geological Sciences. Two geology professors are curators of the collection, and paleontology undergraduate and graduate students are often employed as assistants. The Condon Collection contains 60,000 specimens, including invertebrate and vertebrate fossils, paleobotanical remains, and an extensive collection of modern animals that are available to interested researchers for study.

Research Facilities

Students may use a variety of analytical facilities and equipment including a three-component broadband (0.03-50Hz) seismic array, an electron microprobe, a scanning electron microscope with image analysis, x-ray diffraction, FTIR spectroscopy, stable isotope mass spectroscopy, and a geobiology laboratory.

An experimental petrology laboratory covers a range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres. Two piston-cylinder apparatus with pressure-temperature capability to 35 kilobars and 1,500° C may be used to study crystalline, partially molten, and molten silicates under mantlelike conditions.

Computers are used for much of the research in the department including acquisition and processing of seismic and gravity data and numerical modeling of geophysical processes and geochemical reactions. A geochemistry laboratory is equipped with sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and reaction processes important in metamorphic, volcanic gas, hydrothermal, and diagenetic systems. The Internet can be accessed through the UONet fiber-optic link. A student computer facility, equipped with PC and Macintosh computers and laser printers, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

Most of the department's graduate students are fully 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 reading the *Guide to Graduate Study* on the department website, pages.uoregon.edu/dogsci/doku.php?id=graduate:_about, or 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.

110 People, Rocks, and Fire (4) Investigation of topics in geology, ecology, and anthropology relevant to contemporary global energy debates; current energy policy issues investigated through term projects. Rempel.

156 (M) Scientific Revolutions (4) For nonscience majors. Surveys several major revolutions in views of the natural and technological world, focusing on scientific concepts and methodological aspects. Multilisted with PHYS 156M.

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 magnetics. Weekly lectures, two-hour laboratory. Hooft Toomey.

202 Earth Surface and Environmental Geology (4) Earth materials, the rock record, human interactions with surface environment. Sedimentary rocks and environments, chemical and physical weathering, mineral and energy resources, hydrogeology, ground-water contamination, surface processes, human impacts. Weekly lectures, two-hour laboratory.
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. Retallack.

213 Geology of National Parks (4) Examines selected geologic features in United States national parks and the processes that form them. Focuses on parks in the western states. Blackwell.

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. Baxter.

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. Baxter.

306 Volcanoes and Earthquakes (4) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States. Bindeman.

307 Oceanography (4) Characteristics and physical, chemical, and biological processes of the world's oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of oceans. Sutherland.

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. Blackwell.

310 Earth Resources and the Environment (4) Geology of energy, mineral, and water resources and environmental issues related to their use. Topics include fossil fuels, metals, nuclear waste disposal, and water pollution. Reed.

311 Earth Materials (5) Chemical and mineralogical composition of rocks, sediment, and soil. Properties of common minerals; origin of rocks; microscopic study of rock textures; environmental issues. Prereq: GEOL 101, 102 or 201, 202; coreq: CH 221 or 224. Blackwell.

314 Principles of Paleontology (4) Survey of the methods, theories, and major ideas common to all areas of paleontology, and the relation of paleontology to other areas of geological and biological study. Prereq: GEOL 103 or 203. Offered alternate years.

315 Earth Physics (2) Physics of basic Earth processes. Application of physics to analysis of convection in Earth, plate tectonics and lithospheric deformation, movement of magma or water through Earth. Prereq: MATH 112, PHYS 201 or equivalent. Hooft Toomey.

316 Introduction to Hydrogeology (2) Examines the role of water in geologic and environmental processes. Topics include the water cycle, groundwater flow, and contaminant transport. Prereq: PHYS 201 or equivalent; coreq: MATH 252 or equivalent. Jin.

318 Introduction to Field Methods (3) Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101-103 or GEOL 201-203.

331 Mineralogy (5) Crystal chemistry, systematic study of rock-forming silicate, and selected other minerals, mineral optics, and x-ray diffraction. Lab work with hand samples and petrographic microscopes. Prereq: GEOL 201, 202 or GEOL 101, 102; CH 221 or 224; coreq: CH 222 or 225.

332 Introduction to Petrology (5) Origin and classification of igneous, metamorphic, and sedimentary rocks. Microscopic study of rocks in thin section. Prereq: GEOL 331. Wallace.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy and sequence stratigraphy. Pre- or coreq: GEOL 101-103 or 201-203; GEOL 311 or 332. Dorsey.

350 Structural Geology (3) Description, analysis, and origin of geologic structures including faults, folds, and tectonites. Focus on kinematic and dynamic analysis of deformation of earth materials. Prereq: GEOL 318; GEOL 311 or 332. Weldon.

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. Weldon.

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. Weldon.

353 Geologic Hazards (4) Examines geologic hazards, including both the physical processes that cause them

and society's attempt to mitigate them. Prereq: GEOL 101 or 201. Watkins.
363 MATLAB for Earth Scientists (2) Introduction to MATLAB software package, providing data analysis, mathematical modeling, and computer visualization tools and techniques vital to the work of Earth scientists. Pre- or coreq: MATH 251.

399: Special Studies [Topic] (1-5R)

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)

414/514 Igneous and Metamorphic Petrology (4) Advanced principles of igneous and metamorphic petrogenesis. Gibbs phase rule, phase diagrams, mineral thermodynamics; magma geochemistry and rheology; metamorphic facies, geothermometry and geobarometry. Prereq: GEOL 332; CH 223 or 226H.

416/516 Sedimentary Petrology (5) Petrologic properties, classification, origin, and occurrence of sedimentary rocks. Laboratory work emphasizes microscopic examination of sandstones and limestones. Prereq: GEOL 332, 334. Retallack. Offered alternate years.

418/518 Earth and Environmental Data Analysis (4) Tools-based instruction in data analysis for earth and environmental scientists. Topics include descriptive statistics, visualization, uncertainty analysis, hypothesis testing, regression, time series, and directional data. Prereq: MATH 246 or 251.

420/520 Geocommunication (3) Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.

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.

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. Retallack.

434/534 Vertebrate Paleontology (4) Evolution of vertebrates, including humans, based on fossil evidence. Physical and other evolutionary constraints are addressed, and lab exercises provide practical experience. Prereq: GEOL 103 or 203.

435/535 Paleopedology (4) Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils. Prereq: GEOL 311 or 332.

438/538 Geobiology (4) Studies how microorganisms interact with geological environments at scales from enzymes to global element cycles. Jin.

440/540 Sedimentary Basin Analysis (4) Evolution of sedimentary basins, emphasizing tectonic controls on basin formation and filling. Interpretation of subsidence mechanisms and sedimentary processes through analysis of the stratigraphic record. Pre- or coreq: GEOL 334, 350. Dorsey.

441/541 Hillslope Geomorphology (4) Hillslope processes and landforms; includes hillslope hydrology, overland flow erosion, weathering and soil formation, soil creep, landslides and related hazards, glacial and periglacial processes, effects of land-use practices and fire, and landscape evolution. Offered alternate years.

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 geologic materials. Prereq: CH 223, MATH 253, GEOL 316.

452/552 Neotectonics and Quaternary Geology (4R) Interpretation of active structures from deformed Quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 334, 350. **R** once for maximum of 8 credits. Offered alternate years.

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.

455/555 Mechanical Earth (4) Introduction to continuum mechanics. Includes stress and strain, friction, elasticity, viscous fluids, constitutive laws, equations of motion, and deformation of the earth. Prereq: GEOL

315, PHYS 202, or equivalent; MATH 256. Humphreys.
463/563 Computational Earth Science (4) Practical techniques for scientific computing. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, differential equations. Prereq: MATH 253; GEOL 363 or equivalent. Rempel.

466/566 Geodynamics (4) Introduction to the process of the earth's physical workings. Includes rheology, bending of lithosphere, viscous flow, and heat transport. Prereq: MATH 256 or equivalent; GEOL 455.

467/567 Fault Mechanics (4) The physics of faulting throughout the earthquake cycle. Topics include fault friction, seismic rupture, earthquake triggering, and other fault zone processes. Prereq: GEOL 315, MATH 253.

468/568 Introduction to Seismology (4) Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena. Prereq: MATH 256 or equivalent; GEOL 455. Toomey.

471/571 Thermodynamic Geochemistry (4) Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal. Prereq: GEOL 311 or 332, CH 223, MATH 253. Wallace.

472/572 Aqueous-Mineral-Gas Equilibria (4) Aqueous chemistry applied to natural waters (geothermal, diagenetic, continental brines). Equilibrium calculations applied to aqueous-mineral-gas systems. Prereq: CH 223; MATH 252. Reed.

473/573 Isotope Geochemistry (4) Introduction to nuclear physics and isotope systematics; techniques of isotope analysis; applications of stable and radioactive isotopes in geochronology and as tracers of geological processes. Bindeman.

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] (1-6R) Geologic fieldwork principally in connection with graduate thesis or dissertation. Emphasis on individual problems. Prereq: thesis or dissertation advisor's consent.

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

608 Laboratory Projects: [Topic] (1-3R)

609 Practicum: [Topic] (1-3R)

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

619 Electron Beam Analysis (4) Electron probe microanalysis and scanning electron microscopy for analyzing minerals and advanced materials. Instrumental functions and beam-specimen interaction. Correction procedures for quantitative x-ray analysis. X-ray and back-scattered image analysis. Prereq: GEOL 311 or 332; PHYS 203 or equivalent. Donovan.

620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalents. Wallace.

650 Advanced Structural Geology: [Topic] (3R) Quantitative analysis of structures, focusing on faults and fault-related structures. Problems involve stress and strain inversion from map and field data. Prereq: calculus, GEOL 350. **R** twice with instructor's consent for maximum of 9 credits.

692 Volcanology (3) Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes.

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German and Scandinavian

Jeffrey S. Librett, Department Head
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Faculty

Susan C. Anderson, professor (20th- and 21st-century German and Austrian literature, literary theory, gender and diversity). BA, 1978, North Carolina, Asheville; MA, 1981, PhD, 1985, North Carolina, Chapel Hill. (1986)

Kenneth S. Calhoon, professor (Enlightenment, Romanticism, literary and film history and theory). See **Comparative Literature**.

Amanda E. Doxtater, instructor (cinema, Scandinavian literature and drama, Swedish language). BA, 1997, MA, 2003, Washington (Seattle); PhD, 2012, California, Berkeley. (2012)

D. Gantt Gurley, assistant professor (Scandinavian literature, Old Norse literature). BA, 1994, Bard College; MA, 2002, PhD, 2007, California, Berkeley. (2009)

Martin Klebes, associate professor (18th- to 21st- century literature, philosophy, critical thought). PhD, 2003, Northwestern. (2007)

Jeffrey S. Librett, professor (literature since 1750, theoretical discourses, Jewish studies). BA, 1979, Yale; MA, 1981, Columbia; PhD, 1989, Cornell. (2004)

Katharina Loew, assistant professor (cinema, German studies). MA, 1999, Ludwig-Maximilians-Universitat Munchen; PhD, 2011, Chicago. (2011)

Alexander Mathas, professor (18th- to 20th-century German literature, literary theory, cultural theory). Staatsexamen, 1981, Tubingen; MA, 1984, Oregon; PhD, 1990, Texas, Austin. (1996)

Dorothee Ostmeier, associate professor (18th- and 20th-century literature, culture, philosophy). Staatsexamen, 1984, MA, 1985, Ruhr; PhD, 1993, Johns Hopkins. (2001)

Michael Stern, associate professor (Nietzsche, Kierkegaard,19th-century Scandinavian literature). BA, 1993, MA, 1995, PhD, 2000, California, Berkeley. (2001)

Matthias Vogel, senior instructor (second-language acquisition); language coordinator, German language programs; coordinator, German Global Scholars. BA, 1993, Johannes Gutenberg, Mainz; MA, 1996, Oregon. (2011)

Emeriti

Peter B. Gontrum, professor emeritus. AB, 1954, Haverford; MA, 1956, Princeton; PhD, 1958, Munich. (1961)

Walther L. Hahn, professor emeritus. Dip., Teachers College, Berlin, 1949; MA, 1954, Rice; PhD, 1956, Texas, Austin. (1961)

James R. McWilliams, associate professor emeritus. BA, 1951, MA, 1957, PhD, 1963, California, Berkeley. (1960)

Helmut R. Plant, associate professor emeritus. BA, 1957, Fairmont; MA, 1961, PhD, 1964, Cincinnati. (1966)

Karla L. Schultz, professor emerita. BA, 1967, Alma; MA, 1968, Washington (Seattle); MA, 1980, PhD, 1984, Oregon. (1987)

Ingrid A. Weatherhead, senior instructor emerita. BA, 1950, MA, 1951, Puget Sound. (1962)

Virpi Zuck, professor emerita. BA, 1964, MA, 1965, University of Helsinki; PhD, 1977, Wisconsin, Madison. (1974)

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

Participating

Marilyn Linton, undergraduate studies

About the Department

The Department of German and Scandinavian offers a range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of German-, Danish-, Finnish-, Swedish-, and Norwegian-speaking countries. Students may earn a bachelor of arts (BA) degree in German with a literature-culture focus, a German studies focus, or a Scandinavian focus; master of arts (MA) and doctor of philosophy (PhD) degrees are available in German. The Department of German and Scandinavian offers the only program in the state of Oregon that grants a PhD in German.

Scholarships

The Department of German and Scandinavian administers scholarships for undergraduate and graduate students majoring in German. The Herbert Merker Scholarship is awarded annually to the benefit of one or more undergraduate majors. The Plant German Undergraduate Scholarship benefits at least one deserving undergraduate annually.The Philip and Teresa Hansen Germanic Languages and Literatures Scholarship Fund award is given annually to two students nominated by members of the faculty. The Beth Maveety Study Abroad Scholarship is awarded each year to a student for continued study in Germany. Preference is given to students who intend to teach German. The Leona M. Kail Scholarship is awarded every other year to one or two outstanding undergraduate students with financial need. When funds are available, a department scholarship of $500 is awarded to an outstanding undergraduate student with financial need. The Dr. F. G. G. Schmidt Fellowship is awarded to advanced graduate students nominated by members of the faculty. The Roger Nicholls Memorial Endowment Fund award is granted to an outstanding beginning graduate student in German. The Philip Hansen Graduate Fellowship in German and Scandinavian is awarded annually to a graduate student nominated by the faculty. The Astrid M. Williams Fellowship is awarded to advanced doctoral students of German nominated by the faculty.

For students of Scandinavian, the Friends of Scandinavian Studies Scholarship is awarded yearly to a student or students who display a commitment to the study of Scandinavian language, culture, and society. Financial need is considered.

Please contact departmental advisors for more information.

Undergraduate Studies

The Department of German and Scandinavian offers a bachelor of arts (BA) degree with a major in German. Students may focus their studies by emphasizing German language, literature, and culture; Scandinavian; or German studies.
Preparation. Students with experience in German must take a placement examination during registration week to help with proper placement.

Undergraduate students preparing for graduate work in German are advised to begin study of a third language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history. In addition, students are strongly encouraged to write a thesis or senior paper before applying to graduate schools.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, comparative literature, and international studies. Many professional schools look favorably on a student with a major focus in German or Scandinavian. Recent graduates of the department have been successful applicants to schools of law and business.

Major Requirements

The department does not accept a grade of C- or lower in any course used to fulfill requirements for a major in German.

Majors with a focus in German language, literature, and culture or German studies must be proficient in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 205).

German Language, Literature, and Culture Focus

Courses from other disciplines outside of German may not be used to satisfy requirements for this focus of the major.

1. Five upper-division German-language courses (20 credits)

2. Seven upper-division German literature and culture courses (28 credits)

3. Of the twelve courses from (1) and (2):

a. Six courses must be taken in the UO Department of German and Scandinavian

b. At least four must be 400-level GER-subject code courses, two of which must be taken at the University of Oregon; one of the two must be in literature, culture, or theory

c. One course may be taken pass/no pass

d. Only one course taught in English may count toward the major

4. German advising conference workshop taken pass/no pass (1 credit)

5. German language retreat workshop (GER 408) is strongly recommended (2 credits)

The following courses cannot be used to satisfy major requirements: Special Studies (GER 199), German for Reading Knowledge (GER 327, 328, 329), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), and in most cases Practicum (GER 409).

Students who want to study in Germany should plan their course work carefully in consultation with the undergraduate advisor.

Scandinavian Focus

1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian advisor or by successful completion, with grades of mid-C or better, of FINN or DANE or NORW or SWED 203

2. A topical upper-division course from a related field if approved by the advisor (4 credits)

3. Three upper-division courses in one Scandinavian language, or their equivalent (12 credits)

4. Eight upper-division Scandinavian literature and culture courses (32 credits). Of the eight,

a. Two may be culture and civilization courses

b. Three must be taken in the UO Department of German and Scandinavian

c. One may be taken pass/no pass

5. German advising conference workshop taken pass/no pass (1 credit)

Students who want to study in Denmark, Finland, Norway, or Sweden should plan their course work carefully in consultation with departmental undergraduate advisors in Scandinavian.

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 advisors.

Minor Requirements

The Department of German and Scandinavian offers a minor in German, one in Scandinavian, and one in German studies.

German Minor

The German minor correlates well with studies that have an international or European concentration. It is particularly useful for students of international studies, international business, European history, medieval studies, sociology, political science, journalism, linguistics, art history, music history, other languages, theater, and related fields.

The German minor requires seven upper-division courses in German (28 credits). These may include courses in language, literature, and culture and civilization. Only one course taught in English may be applied to the minor. No courses from other departments count toward the minor in German. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass. At least three courses (12 credits) must be taken on the UO campus. One credit in the foreign language retreat workshop is strongly recommended.

The following courses do not count toward the German minor: Special Studies (GER 199), German for Reading Knowledge (GER 327, 328, 329), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), and in most cases Practicum (GER 409).

Since all courses are not offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate German advisors.

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 advisor 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, or their equivalent

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 advisors in Scandinavian.

German Studies Minor

The German studies minor is described in the **German Studies** section of this catalog.

General-Education Requirements. The Department of German and Scandinavian offers many courses, including several taught in English, that satisfy university general-education requirements. See the Group Requirements and Multicultural Requirement sections of this catalog under **Registration and Academic Policies.**

Professional Distinctions Certificate

German or Scandinavian courses may be used to satisfy requirements for a professional distinctions certificate in international communication and culture. The Professional Distinctions program is described in the **College of Arts and Sciences** section of this catalog.

European Studies Certificate

Some courses may be applied to the European studies certificate. See the **European Studies** section of this catalog for more information.

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-Wurttemberg program or the spring intensive German-language program in Tubingen. Study for one or two months in summer is available in Berlin. Students may also study for one or two terms in Vienna. Another opportunity is to study during the summer at the Deutsche Sommerschule am Pazifik in Portland.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog.

For more information, students should consult departmental representatives and the International Affairs office. Students working toward a German major or minor must consult an undergraduate advisor before beginning any study abroad program in order to ensure that departmental requirements can be met. Study in Germany (GER 317) is required as preparation for students planning to study abroad on one of the UO-sponsored exchange programs.

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-Wurttemberg program.

Denmark, Finland, Norway, and Sweden. Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at Denmark's International Study Program in Copenhagen, at Copenhagen Business School, at Aalborg University in Denmark, at the University of Tampere in Finland, at the University of Bergen or the University of Oslo in Norway, or at the University of Uppsala in Sweden. For more information, consult departmental advisors in Scandinavian.

Kindergarten through Secondary Teaching Careers

Students who complete the BA 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 advisors, Susan Anderson and Dorothee Ostmeier; see also the **College of Education** section of this catalog.

Some German courses may be applied to requirements for the certificate in second-language acquisition and teaching. See the **Linguistics** section of this catalog for a description of the certificate. More information is available from department advisors.

Graduate Studies

The graduate program in German, which offers the master of arts (MA) and doctor of philosophy (PhD) 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 advisor in the German and Scandinavian department for information about the MA degree program that emphasizes teaching German. Information and application materials are available on the department website.

German Courses (GER)

Every course listed here cannot be offered every year; students should consult the most recent class schedule.
101, 102, 103 First-Year German (5,5,5) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Sequence.

104, 105 Intensive First-Year German (7,8) Sequence. Covers the same work as GER 101, 102, 103. Offered only during summer session.

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

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

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year German (4,4,4) Grammar and composition, reading selections from representative authors, conversation. Prereq: GER 103 or 105 or equivalent.

204, 205 Intensive Second-Year German (6,6) Sequence. Covers the same work as GER 201, 202, 203. Prereq: GER 103 or equivalent. Offered only during summer session.

221 Postwar Germany: Nation Divided (4) Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany. Conducted in English.

222 Voices of Dissent in Germany (4) Key debates in German culture, including the adequate representation of the Holocaust, literature in society, and the roles of ethnic and gender identities within the nation. Readings and discussion in English.

223 Germany: A Multicultural Society (4) Examines the multiethnic complexities of German, Austrian, and/or Swiss societies through the writings of African, Turkish, or Jewish Germans. Period of focus varies. Conducted in English.

257, 258, 259 German Culture and Thought (4,4,4) Introduction to German literature, art, music, philosophy, and history through analysis and discussion of selected documents from different periods, genres, and media. **257:** from Luther to Marx. **258:** from Schopenhauer to Musil. **259:** culture of the Weimar Republic. Conducted in English.

311, 312, 313 Intermediate Language Training (4,4,4) Extensive practice in speaking and writing German; complex grammatical structures in writing. Prereq: GER 203 or equivalent. Option during 313 to take the Zertifikat Deutsch exam.

314, 315 Intensive Intermediate Language Training (6,6) Extensive practice in speaking and writing German; complex grammatical structures in writing. Sequence. Prereq for 314: GER 203, 205, or equivalent; prereq for 315: GER 312, 314, 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. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

340, 341 Introduction to German Culture and Society (4,4) Writings by such figures as Kant, Marx, Freud, and Weber. **340:** the emergence of Germany as a cultural and political entity explored through literature, film, and art. **341:** the German crisis of modernization. Readings, discussion, and written assignments in German. Prereq: GER 311. GER 340 and 341 offered alternate years.

350 Genres in German Literature (4) Studies on such genres in German literature as Novelle, 20th-century drama, political poetry. Conducted in English.

351 Diversity in Germany (4) Examines the social construction of identity in German literature and culture. Addresses topics of plural voices and tolerance in German-speaking cultures. Topics vary. Conducted in English.

352 Authors in German Literature (4) Representative works by writers such as Lessing, Schiller, Hoffmann, Brentano, Droste-Hulshoff, Kafka, Fleisser, Brecht, and Nietzsche. Conducted in English.

354 German Gender Studies (4) Student oral presentations and written papers on such topics as men and women writers of German romanticism, mothers and daughters in German literature, comparison of men and women dramatists. Conducted in English.

355 German Cinema: History, Theory, Practice (4) In-depth analysis of various facets of German cinema.

Topics include film and the Third Reich, cinema and technology, German filmmakers in American exile, German New Wave. Conducted in English.

356 German Fairy Tales (4) The German fairy tale in historical, cross-cultural, and theoretical context, from the Brothers Grimm and romantic tales to adaptations by Tchaikovsky and Sendak. Taught in English.

360 Introduction to German Literature: Poetry, Plays, Prose (4) Introduction to textual analysis-poetry, plays, and prose from 1800 to the present-in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Prereq: GER 311.

361 Introduction to German Literature: Literary Movements (4) See description for GER 360. Focuses on literary movements. Prereq: GER 311.

362 Introduction to German Literature: Interpretive Models (4) See description for GER 360. Focuses on interpretive models. Prereq: GER 311.

366, 367, 368 Themes in German Literature (4,4,4) Significant literary texts organized by theme-crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past. Prereq: GER 311.

399 Special Studies: [Topic] (1-5R) New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on various aspects of German language, literature, or culture and civilization. Prereq: GER 311. **R** when topic changes.

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

403 Thesis (1-12R)

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

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

407/507 Seminar: [Topic] (1-16R) A recent topic is Experimental Poetry.

408/508 Workshop: [Topic] (1-16R)

409 Practicum: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-5R) Recent topics are Doppelganger and Nietzsche.

411, 412, 413 Advanced Language Training (4,4,4) Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. **411:** grammar. **412:** writing. **413:** speaking. Prereq: GER 311, 312, 313.

425 Play Performance: [Topic] (4R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term. Prereq: GER 203 or equivalent.

440/540 German Culture and Society: [Topic] (4R) Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, gender and terrorism, women and German film, peace movements. Prereq: one upper-division GER course in literature or culture. **R** when topic changes.

460/560 German Literature: [Topic] (4R) Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Prereq: one upper-division GER course in literature or culture. **R** when topic changes.

503 Thesis (1-16R)

601 Research: [Topic] (1-6R)

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

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

607 Seminar: [Topic] (1-5R) A recent topic is Weimar Modernisms.

608 Colloquium: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

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

621 Narrative (4R) Analysis and theory of narrative texts. **R** when topic changes.

622 Drama (4R) Analysis and theory of dramatic texts. **R** when topic changes.

623 Lyric (4R) Analysis and theory of lyric texts. **R** when topic changes.

624 Critical and Philosophical Prose (4R) Examines important aspects of German philosophy. **R** when topic changes.
625 Translations-Transformations (4R) Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film). **R** when topic changes.

666 Genres of German Literature: [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.

690 Literary Studies (4R) Research methods, literary theory, history of German literature, and advanced methodology. Typical topics include contemporary theory, major German critics, literature and nonliterary forms. **R** when topic changes.

Scandinavian Courses (SCAN)

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

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

199 Special Studies: [Topic] (1-5R)

251 Text and Interpretation (4) Introduction to textual analysis; explores the relationship between experience, description, and identity through the reading and viewing of Scandinavian literature and film.

259 Vikings through the Icelandic Sagas (4) Introduction to the social, political, and cultural expressions of Viking society through the Sagas, the unique prose narratives of medieval Iceland Conducted in English.

315 Nordic Cinema (4) Examines cinematic culture in the Nordic countries of Denmark, Finland, Iceland, Norway, and Sweden. Includes works by Ingmar Bergman and the Danish group Dogma 95.

316 History of Cinema (4) A survey of Nordic cinema from the silent era to the present. Films will be viewed and analyzed within their aesthetic and historical contexts. Offered alternate years.

317 Directors, Movements, and Manifestos (4) A directed study of specific directors, movements, and manifestos from the Nordic cinematic tradition. Offered alternate years.

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, folklore, Finland-Swedish writing. Conducted in English.

340 Emergence of Nordic Cultures and Society (4) Explores the early history of the Nordic region from pre-Viking days to 1750. Includes Viking history, settlement patterns, material culture, language development, political and belief systems.

341 Revisions of the Scandinavian Dream (4) Examines development of Scandinavian countries from impoverished kingdoms on the European periphery to modern, multicultural welfare societies. Analyzes patterns in the arts, social and political structures, ecological issues. Conducted in English.

343 Norse Mythology (4) Critical evaluation of the religious beliefs in Scandinavia from prehistory through the Viking Age. Offered alternate years.

344 Medieval Hero and Monster (4) Study of medieval Scandinavian and Germanic literature addressing the remarkably fine line drawn between the heroes and monsters depicted. Offered alternate years.

351 Periods in Scandinavian Literature (4) Possible topics are modern breakthrough and modernism in Scandinavian literature. Student discussion, oral presentations, and written papers. Conducted in English.

352 Topics in Scandinavian Literature (4) Topics include war and peace, folk literature, film as narrative. Student discussion, oral presentations, and written papers. Conducted in English.

353 Scandinavian Women Writers (4) Examines social issues, especially gender, in literature written by women from Denmark, Finland, Iceland, Norway, and Sweden. Primary emphasis on 19th- and 20th-century texts.

354 Genres in Scandinavian Literature (4) Recent topics include short narrative fiction and Scandinavian drama. Student discussion, oral presentations, and written papers. Conducted in English.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-3R)

410 Experimental Course: [Topic] (1-5R)

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

510 Experimental Course (1-5R)

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

609 Practicum: [Topic] (1-16R)

Danish Courses (DANE)

101, 102, 103 First-Year Danish (4,4,4) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language. Sequence.

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Danish (4,4,4) Review of grammar; composition, conversation. Selections from representative texts in Danish. Prereq: DANE 103.

399 Special Studies: [Topic] (1-5R)

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

403 Thesis (1-12R)

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

409 Practicum: [Topic] (1-16R)

Finnish Courses (FINN)

101, 102, 103 First-Year Finnish (4,4,4) Thorough grammatical foundation in idiomatic Finnish with emphasis on reading and speaking the language.

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Finnish (4,4,4) Review of grammar, composition, conversation. Readings from various texts in Finnish. Prereq: FINN 103.

Norwegian Courses (NORW)

101, 102, 103 First-Year Norwegian (5,5,5) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language.

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Norwegian (4,4,4) Review of grammar; composition, conversation. Readings from various texts in Norwegian. Prereq: NORW 103.

399 Special Studies: [Topic] (1-5R)

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

403 Thesis (1-12R)

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

409 Practicum: [Topic] (1-16R)

Swedish Courses (SWED)

101, 102, 103 First-Year Swedish (5,5,5) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Swedish (4,4,4) Review of grammar; composition, conversation. Readings from contemporary texts in Swedish. Prereq: SWED 103.

301, 302, 303 Third-Year Swedish (4,4,4) Historical survey of Sweden, reading of modern Swedish texts, spoken and written practice. Prereq: SWED 203.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-16R)
403 Thesis (1-12R)

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

409 Practicum: [Topic] (1-16R)

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German Studies

Jeffrey S. Librett, Program Director
541-346-0649
541-346-4051

202 Friendly Hall
1250 University of Oregon
Eugene OR 97403-1250

http://uoregon.edu/~gerscan/german/gerstudiesmajor.htm

Participating Faculty

Susan C. Anderson, German and Scandinavian

Judith Baskin, Judaic studies

Jack Boss, music

Kenneth S. Calhoon, comparative literature

Joyce Cheng, history of art and architecture

James R. Crosswhite, English

Joseph Fracchia, honors college

Lisa Freinkel, English

Gantt Gurley, German and Scandinavian

Kenneth Helphand, landscape architecture

Julie Hessler, history

Martin Klebes, German and Scandinavian

Lori Kruckenberg, music

Jeffrey Librett, German and Scandinavian

Katharina Loew, German and Scandinavian

David M. Luebke, history

Alexander Mathas, German and Scandinavian

John McCole, history

Ian F. McNeely, history

Albert Narath, history of art and architecture

Dorothee Ostmeier, German and Scandinavian

Sherwin Simmons, art history

Marian Smith, music

Michael Stern, German and Scandinavian

Bruce Harwood Tabb, UO Libraries

Daniela Vallega-Neu, philosophy

Peter Warnek, philosophy

Rocio Zambrana, philosophy

About the Program

The German Studies Program is supervised by the German Studies Committee, a group of scholars in the humanities, music, and social sciences who share a common interest in German culture, letters, history, and society.

The influence of German culture and letters on modern life is incalculable. In philosophy and religion; in sociology and psychology; in music, law, political science, and history-in every one of these fields and more,

German-speaking thinkers have helped define our perception of the world. German studies is an interdisciplinary program that offers undergraduates the opportunity to study these many influences in context with the society and cultures that produced them. It combines advanced language training with an interdisciplinary program of study that integrates courses in history, philosophy, political science, art history, music history, religious studies, and Judaic studies with the language and literature courses offered in the Department of German and Scandinavian. Students who choose the German studies focus for the German major are encouraged to develop their language skills in German with an emphasis on reading and writing and to use these tools in all their course work.

Undergraduate Studies

More information about courses applicable to the German studies focus or the German studies minor is available from the undergraduate advisor for German or the director of the German Studies Committee.
For students interested in combining such a major or minor with a European studies certificate, see the European Studies section of this catalog.

German Studies Focus

German studies is a focus for the German major offered by the Department of German and Scandinavian.

Requirements

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:

    - Philosophy and religion
    - History and politics
    - 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 Studies Committee encourages its majors to spend all or part of a year studying abroad through the Baden-Württemberg exchange program, sponsored by the Oregon University System.

Minor in German Studies

The German studies minor requires-in addition to second-year language proficiency-seven courses (28 credits) distributed as follows:

Requirements

Three upper-division German courses (12 credits) selected from the following:

- Intermediate Language Training (GER 311, 312, 313)
- Study in Germany (GER 317)
- Introduction to German Culture and Society (GER 340, 341)
- Genres in German Literature (GER 350)
- Diversity in Germany (GER 351)
- Authors in German Literature (GER 352)
- German Gender Studies (GER 354)
- German Cinema: History, Theory, Practice (GER 355)
- German Fairy Tales (GER 356)
- Introduction to German Literature: Poetry, Plays, Prose (GER 360)
- Introduction to German Literature: Literary Movements (GER 361)
- Introduction to German Literature: Interpretive Models (GER 362)
- Themes in German Literature (GER 366, 367, 368)
- Special Studies (GER 399)

- Seminar (GER 407)
- Practicum: Internship Teaching German (GER 409)
- Experimental Course (GER 410)
- Advanced Language Training (GER 411, 412, 413)
- Play Performance (GER 425)
- German Culture and Society (GER 440)
- German Literature (GER 460)

Four upper-division courses (16 credits) in at least two of the following fields:

Philosophy and Religion

- Experimental Course: Modern European Social Thought (HIST 410)
- Intellectual History of Modern Europe (HIST 427)
- 16th-Century European Reformations (HIST 441)
- Early Modern German History (HIST 442)
- History of Philosophy: 19th Century (PHIL 312)
- Critical Theory (PHIL 343)
- Continental Philosophy (PHIL 415)
- 17th- and 18th-Century Philosophers (PHIL 433)
- 19th-Century Philosophers (PHIL 453)
- 20th-Century Philosophers (PHIL 463)

- Medieval and Early Modern Judaism (JSTD 212)
- The Jewish Encounter with Modernity (JSTD 213)

History and Politics

- German History: I, II, III (HIST 342)
- The Idea of Europe (HIST 420)
- Cultural History of the Enlightenment (HIST 426)
- Europe in the 20th Century (HIST 428)
- Revolutionary and Napoleonic Europe (HIST 435)
- Early Modern German History (HIST 442)
- Modern Germany (HIST 443)
- Political Theory: Renaissance, Reformation, and Early Modern (PS 431)
- Marxism and Radical Thought (PS 433)
- Marxist Sociological Theory (SOC 475)

Art History and Music

- Cultures of the Medieval West (ARH 331)
- Northern Renaissance Art (ARH 343)
- Northern Baroque Art (ARH 344)
- History of Prints (ARH 349)
- 19th-Century Art (ARH 351)
- Modern Art, 1880-1950 (ARH 353)
- History of Design (ARH 358)
- Gothic Architecture I (ARH 438)
- Renaissance Architecture (ARH 448)
- Modern German Art (ARH 454)
- The Music of Bach and Handel (MUS 351)

Three courses must be taken on the University of Oregon campus, at least one of them in the Department of German and Scandinavian. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. Only one course may be taken pass/no pass.

To count toward the German studies minor, generic courses numbered 399, 407, 410, and permanently numbered courses with changing topics must have approval from the German studies advisor to ensure that the course has a substantive emphasis on German studies.

Graduate Studies

German Studies (Courses Section)

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History

John McCole, Department Head
541-346-4802

275 McKenzie Hall

Faculty

Carlos Aguirre, professor (Latin America). BA, 1986, Lima (Peru); MA, 1990, Peru; PhD, 1996, Minnesota. (1996)

Nathanael Andrade, assistant professor (ancient Greece and Rome). BA, 2002, Wesleyan; PhD, 2009, Michigan, Ann Arbor. (2012)

Sean Anthony, assistant professor (Islam). BA, 2000, Lee; MA, 2003, PhD, 2009, Chicago. (2010)

Ina Asim, associate professor (premodern China). MA, 1982, PhD, 1992, Dr. phil. habil., 2001, Wurzburg. (2002)

Lindsay F. Braun, assistant professor (Africa). BS, 1994, Eastern Michigan; MA, 1997, PhD, 2008, Rutgers. (2009)

Matthew Dennis, professor (early American cultural and environmental). BA, 1977, California, Irvine; MA, 1979, PhD, 1986, California, Berkeley. (1988)

Alexander Dracobly, senior instructor (modern Europe, military, medical). BA, 1987, Grinnell; MA, 1989, PhD, 1996, Chicago. (1995)

Andrew E. Goble, professor (premodern Japan, medical history, East Asia). BA, 1975, MA, 1981, Queensland; PhD, 1987, Stanford. (1990)

Bryna Goodman, professor (modern China). BA, 1978, Wesleyan; MA, 1982, PhD, 1990, Stanford. (1991)

Jeffrey E. Hanes, associate professor (modern Japan). AB, 1973, Williams; MA, 1978, PhD, 1988, California, Berkeley. (1993)

Robert S. Haskett, professor (Latin America). BA, 1975, California, Long Beach; MA, 1978, PhD, 1985, California, Los Angeles. (1988)

April Haynes, assistant professor (women and gender). BA, 1999, San Francisco; MA, 2003, PhD, 2009, California, Santa Barbara. (2011)

Ellen Herman, professor (modern United States). BA, 1979, Michigan; PhD, 1993, Brandeis. (1997)

Julie Hessler, associate professor (20th-century Russia, Europe). BA, 1988, Yale; MA, 1989, PhD, 1996, Chicago. (1995)

R. Alan Kimball, associate professor (modern Russia). BA, 1961, Kansas; MA, 1963, PhD, 1967, Washington (Seattle). (1967)

David M. Luebke, professor (early modern Europe, Germany). BA, 1983, Nebraska; PhD, 1990, Yale. (1997)

Glenn A. May, professor (Southeast Asia, American foreign relations). BA, 1966, MPhil, 1971, PhD, 1975, Yale. (1983)

John McCole, associate professor (European intellectual, cultural, and social; modern Europe; historiography and theory). BA, 1975, Brown; MA, 1982, PhD, 1988, Boston. (1994)

Randall E. McGowen, professor (modern Britain). BA, 1970, American; MA, 1971, PhD, 1979, Illinois. (1982)

Ian F. McNeely, professor (Europe, the world). AB, 1992, Harvard; MA, 1993, PhD, 1998, Michigan. (2000)

James C. Mohr, College of Arts and Sciences Distinguished Professor; Philip H. Knight Professor of Social Science (19th-century United States). BA, 1965, Yale; MA, 1966, PhD, 1969, Stanford. (1992)

Jeffrey Ostler, Carrie C. Beekman Professor of Northwest and Pacific History (American West). BA, 1979, Utah; MA, 1984, Oregon; PhD, 1990, Iowa. (1990)

George J. Sheridan Jr., associate professor (France, European socioeconomic). BA, 1969, Princeton; MA, 1974, PhD, 1978, Yale. (1976)

Melissa N. Stuckey, assistant professor (African American history). BA, 2000, Princeton; MA, 2002, PhD, 2009, Yale. (2008)

Arafaat Valiani, assistant professor (South Asia). BFA, 1996, Concordia; MA, 1997, PhD, 2005, Columbia.

(2012)
Marsha Weisiger, Rocky and Julie Dixon Chair of U.S. Western History; associate professor (environmental, Native American, American West). BA, 1978, Arizona State; MA, 1991, PhD, 2000, Wisconsin, Madison. (2010)

Lisa Wolverton, associate professor (medieval Europe). BSFS, 1986, Georgetown; MMS, 1991, PhD, 1997, Notre Dame. (2000)

Reuben Zahler, assistant professor (Latin America). BA, 1991, Cornell; MA, 1999, PhD, 2005, Chicago. (2012)

Emeriti

Raymond Birn, professor emeritus. AB, 1956, New York University; MA, 1957, PhD, 1961, Illinois. (1961)

Richard Maxwell Brown, Carrie C. Beekman Professor of Northwest and Pacific History; professor emeritus. BA, 1952, Reed; AM, 1955, PhD, 1959, Harvard. (1977)

Leslie Decker, professor emeritus. BA, 1951, Maine; MA, 1952, Oklahoma State; PhD, 1961, Cornell. (1969)

Paul S. Holbo, professor emeritus; vice provost emeritus, academic affairs. BA, 1951, Yale; MA, 1955, PhD, 1961, Chicago. (1959)

Jack P. Maddex, professor emeritus. BA, 1963, Princeton; PhD, 1966, North Carolina. (1966)

Mavis Howe Mate, professor emerita. BA, 1956, MA, 1961, Oxford; PhD, 1967, Ohio State. (1974)

John Nicols, professor emeritus. AB, 1966, California, Berkeley; MA, 1968, PhD, 1974, California, Los Angeles. (1980)

Daniel A. Pope, professor emeritus. BA, 1966, Swarthmore; MA, 1968, PhD, 1973, Columbia. (1975)

Louise Carroll Wade, professor emerita. BA, 1948, Wellesley; PhD, 1954, Rochester. (1975)

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

Participating

Judith R. Baskin, Judaic studies

Robert Bussel, Labor Education and Research Center

Mark Carey, honors college

James D. Fox, library

Ocean Howell, honors college

Vera Keller, honors college

Roxann Prazniak, honors college

Elizabeth Reis, women's and gender studies

Daniel Rosenberg, honors college

Stephanie Wood, library

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 advisor 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 advisor is available for periodic review of the program and of progress in the major.
A staff of undergraduate peer advisors is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. Peer advisors 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.

Forms and checklists for majors and minors may be found online at http://history.uoregon.edu/undergraduate/forms.

Major Requirements

The Department of History offers a bachelor of arts (BA) and a bachelor of science (BS), but all history majors must fulfill the second-language requirement for the university's bachelor of arts degree. They must demonstrate proficiency in a second language either by completing, with a C- or better or P, at least the third term, second year of a second language. History courses that satisfy major requirements must be taken for letter grades. Twenty-one upper-division credits, including three courses numbered 408, 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 8 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. 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 Prior to Winter 2010

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.

New Minor Requirements

These new requirements became effective at the beginning of winter term 2010. Minors who signed up when the previous plan was in force may opt to fulfill the requirements of the 2010 plan, although they must formally declare their intention to do so with the director of undergraduate studies of the Department of History.

The minor requires 28 credits in history taken for letter grades. Of these credits, 24 must be upper division and include three courses from among HIST 408, 410-499. At least 20 credits-including at least eight 400-level credits-must be completed at the University of Oregon. Courses in history before 1800 and non-European or non-U.S. history require a grade of C- or better to apply toward the minor requirements. Four of the credits may be completed at the lower division. Specific requirements follow:

1. 28 graded credits in history; 24 must be upper division and 12 of the 24 must be at the 400 level
2. 4 credits in a course on history before 1800 with a C- or better grade
3. 4 upper-division credits in a course that does not focus on either European or United States history, with a C- or better grade
4. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon

Advising and Entering the Minor

To declare a minor in history, students must first have a formal advising session with the director of undergraduate studies, Professor Robert Haskett. The director aids the student in developing and directing a plan of study that ensures timely completion of the requirements.

A staff of undergraduate peer advisors is available in the History Peer Advising Office to help minors and prospective minors at any stage of their academic careers. Peer advisors are trained in university and history minor requirements as well as information on graduate programs, careers, and other history-related activities.

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 advisor, 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 (MA) and doctor of philosophy (PhD) specializing in colonial America and the United States, Europe, East and Southeast Asia, Latin America, and Africa.

Admission

Applicants must submit the following items to be considered for admission to the graduate program in history:

1. A completed UO Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal, quantitative, and analytical sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores for international students
6. A sample of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study
The primary fields are ancient history, medieval Europe, Europe 1400-1815, Europe since 1789, Russia, colonial America and the United States, East Asia, Southeast Asia, Latin America, and Africa.

Master of Arts

Applicants are expected to have completed an undergraduate degree in the liberal arts with emphasis on history. The MA program is typically completed in two years of full-time study. Students in their first year take Field Readings (HIST 611), Historical Methods and Writings (HIST 612), and two one-credit courses on the history profession, Professional Development (HIST 615) and Graduate Student Conference (HIST 616). In addition, students take two seminars (HIST 507 or 607) and two colloquia (HIST 508 or 608). Before receiving the degree, they must demonstrate competence in a second language.

Students must write a master's thesis or complete two substantial research papers in the primary field and defend the thesis or research papers in an oral examination.

Doctor of Philosophy

Applicants are generally expected to have completed a master's degree in history or a closely allied field. Applicants with bachelor's degrees may apply to the doctoral program. Those accepted are required to complete the requirements for the master's degree and thc doctoral degree. First-year doctoral students without equivalent training must take Field Readings (HIST 611), Historical Methods and Writings (HIST 612), and two one-credit courses on the history profession, Professional Development (HIST 615) and Graduate Student Conference (HIST 616). Doctoral students must take two seminars (HIST 507 or 607) and two colloquia (HIST 508 or 608) and demonstrate scholarly breadth. Students declare a major and a minor field. They demonstrate mastery through the completion of course work (including two courses in the minor field) and by passing an oral comprehensive examination. Before advancing to candidacy, students must demonstrate competence in at least one second language. Additional language requirements may be set by individual faculty advisors according to the demands of their fields.

After completing course work, demonstrating language competence, and passing the oral comprehensive examination, the doctoral student advances to candidacy. The doctoral candidate must compose and defend a dissertation prospectus and then research and write a dissertation that makes an original scholarly contribution to the field and shows evidence of ability in independent investigation. Finally, the candidate defends the dissertation in a formal, public session.

History Courses (HIST)

101, 102, 103 Western Civilization (4,4,4) Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. **101:** ancient and medieval societies. **102:** from the Renaissance to Napoleon. **103:** from Napoleon to the present.
104, 105, 106 World History (4,4,4) Survey of world cultures and civilizations and their actions. Includes study of imperialism, economic and social relations. **104:** ancient societies. **105:** early modern. **106:** modern.

120 Foundations of Islamic Civilization (4) Explores the history of the Near East in 600-1500 C.E., from the origins of Islam to the maturation of Islamicate civilization.

121 Women and Gender in World History (4) Introduction to the history of women and gender. A comparative survey of women from prehistory to the present.

190 Foundations of East Asian Civilizations (4) Introduction to traditional China and Japan; Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body; literati class; samurai; Mongols and Manchus. Asim, Goble, Hanes.

191 China, Past and Present (4) Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy. Asim, Goodman.

192 Japan, Past and Present (4) Introduction to Japanese culture. Explores myth, tradition, modernity, and postmodernity with one eye trained on the future. Examples from personal experience. Hanes.

199 Special Studies: [Topic] (1-5R) Problem-oriented course designed for students interested in history who might or might not become majors.

201, 202, 203 United States (4,4,4) Creation and development of the United States socially, economically,

politically, culturally. **201:** Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic. **202:** Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. **203:** imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and cold war, 1960s, and recent developments.
240, 241 War in the Modern World I,II (4,4) Surveys changes in the nature and conduct of warfare in light of social, political, and technological developments. **240:** 16th century to 1945. **241:** 1945 to present. Dracobly.

245 Russia, America, and the World (4) The United States and Russia share historical experiences that extend far beyond diplomacy, trade, and international adversity or alliance. Includes frontier expansion, revolution, industrialization, imperialism, worldview. Kimball.

250, 251 African American History (4,4) 250: the African background, development of slavery, abolitionism, the Civil War and Reconstruction. **251:** the 20th-century African American experience including the great migration, World War II, the Civil Rights Movement, post-1970 African America. Stuckey.

273 Introduction to American Environmental History (4) Introduction to concepts, concerns, and methods of environmental history, especially in the context of American history to the present. Dennis.

301, 302, 303 Modern Europe (4,4,4) Political, social, cultural, intellectual, and economic trends from the 18th century to the present. **301:** 18th century. **302:** 19th century. **303:** 20th century. Dracobly, Hessler, Luebke, 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.

319 Early Middle Ages in Europe (4) Emergence, from the remains of the late Roman Empire, of a uniquely medieval Christian culture in the Germanic kingdoms of northern Europe between the 4th and 9th centuries. Wolverton.

320 High Middle Ages in Europe (4) Changes that swept Europe from 1000-1225, including the rise of towns and universities, new spiritual and artistic visions, and varieties of religious and social reform. Wolverton.

321 Late Middle Ages in Europe (4) A survey of Europe, 1250-1430-the age of Dante and the Black Death-when breakthroughs alternated with disasters in the realms of politics, economics, and religion. Wolverton.

322 The Crusades (4) Surveys the idea and practice of Christian holy war-not only in Palestine, but within Europe. From the first crusade in 1096 through early 13th century. Wolverton.

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. Braun.

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. Braun.

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 preparation. Braun.

332 British History: [Topic] (4R) British history from the Celts to the 21st century-economic, political, religious, and social change. **R** twice when topic changes for a maximum of 12 credits. McGowen.

336, 337 France (4,4) 336: ancien régime, 1789-1870-French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorship; society and culture in post-Revolutionary France. **337:** 1870 to present-the Paris Commune and Third Republic; the Dreyfus affair; popular front, fall of France and Resistance; Algeria, de Gaulle, the 1968 student movement. Sheridan.

342 German History: [Topic] (4R) Middle Ages to the end of the 20th century. **I:** Middle Ages and Reformation (1410-1648). **II:** Germany in the Old Regime and Age of Revolution (1648-1848). **III:** Modern Germany (1848 to present). **R** twice for a maximum of 12 credits when topic changes. Luebke.

345 Early Russia (4) Kievan Rus and Byzantium; Christianization; Mongol dominance; rise of Moscow and two Ivans, one Great, one Terrible; crisis of modernization and subsequent religious dissent. Kimball.

346 Imperial Russia (4) Siberian and North American expansion; Peter the Great; Catherine the Great; abolition of serfdom; industrialization; Silver Age culture and revolution; World War I and collapse. Kimball.

347 Soviet Union and Contemporary Russia (4) Examines the rise, development, and collapse of the Soviet Union, the world's first communist regime. Topics include the Russian Revolution, Stalinism, war, culture, and society. Hessler.

350, 351 American Radicalism (4,4) Motives, strategies, successes, and failures of radical movements and their significance for American society. **350:** American Revolution, slave revolts, abolitionism, women's rights. **351:** workers' movements, socialism, communism, African American freedom struggle, nationalist movements of people of color, feminism, student activism. Pope.

352 The United States in the 1960s (4) Exploration of a watershed era: civil rights, student activism, educational crisis, Vietnam War, gender revolution, environmentalism. Herman.
357 The South (4) Regional history of the South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms.

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.

361 Early Modern Science (4) Explores the subject, practice, and social place of science in the early modern world.

363 American Business History (4) American businesses from their colonial origins to the present. Interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises. D. Pope.

380, 381, 382 Latin America (4,4,4) Major economic, political, and cultural trends and continuities. **380:** pre-Columbian and Iberian history, the colonial period up to 1750. **381:** transition from late colonial mercantilism to political independence and national definition, 1750-1910. **382:** reform and revolution in modern Latin American history, 1910 to the present. Aguirre, Haskett.

385 South Asia: [Topic] (4R) [Graded only for majors] Introduction to South Asian history in the modern period-South Asia I (1757-1971); South Asia II (1930 to the present). **R** once when topic changes for a maximum of 8 credits.

386 India (4) Survey of the history of the Indian subcontinent as both a colony of Britain and then as a cluster of independent countries in the 20th and 21st centuries. McGowen.

387 Early China (4) Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy. Asim.

388 Vietnam and the United States (4) Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat. May.

396 Samurai in Film (4) Examination of the image of Japan's warrior class, the most prominent social group in Japan for over seven centuries. Combines films, readings, and lectures. Goble.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-9R)

403 Thesis (1-9R)

404 Internship: [Topic] (1-3R) R once for a maximum of 6 credits.

405 Reading and Conference: [Topic] (1-6R)

407/507 Seminar: [Topic] (5R) Recent topics: Stalinism; Oregon, 1900-2000; U.S. Public Health; Aztec History; Late Medieval Holy Women.

408/508 Colloquium: [Topic] (1-6R) Current topics include Southeast Asia Interpretations.

409 Supervised Tutoring (1-4R)

410/510 Experimental Course: [Topic] (1-6R)

412/512 Ancient Greece: [Topic] (4R) Political, cultural, and intellectual history of ancient Greece; emphasis on urban culture. **I:** Classical Greece. **II:** Hellenistic World. **III:** Greek Science. **R** twice when topic changes for maximum of 12 credits. J. Nicols.

414/514 Ancient Rome: [Topic] (4R) Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity; emphasis on urban culture. **I:** Roman Republic. **II:** Roman Empire. **III:** Roman Society. **R** twice when topic changes for maximum of 12 credits. J. Nicols.

415/515 Advanced World History: [Topic] (4R) Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters. **R** when topic changes.

417/517 Society and Culture in Modern Africa: [Topic] (4R) Explorations in various topics with attention to class, gender, and generational and political struggles. **R** twice when topic changes for maximum of 12 credits.

419/519 African Regional Histories: [Topic] (4R) Examines the historiography of specific nations or regions. **R** twice for a maximum of 12 credits. Braun.

420/520 The Idea of Europe (4) The concept and experience of "Europe" explored creatively throughout history from multiple disciplinary perspectives. Sheridan.

425/525 Economic History of Modern Europe: [Topic] (4R) Industrial revolution, economic transformation, growth, and integration in political and social contexts. Focuses on Britain, France, Germany, and Russia. **I:**

European Economies to 1914. **II:** European Economies in the 20th Century. **R** once when topic changes for maximum of 8 credits. Sheridan.

426/526 Cultural History of the Enlightenment (4) Developments in science, education, economics, sex, government, art, music, communication, and travel in the 18th-century European Age of Reason. McNeely.

427/527 Intellectual History of Modern Europe: [Topic] (4R) Major thinkers and movements include classical liberalism, utopian socialism, political economy, Marxism, aestheticism, Nietzsche, classical sociology, psychoanalysis, radical conservatism, Keynesian economics, intellectuals and political engagement, and Western Marxism. **I:** German Intellectual History. **II:** Ideas and Society, 19th Century. **III:** Ideas and Society, 20th Century. **R** twice when topic changes for maximum of 12 credits. McCole, McNeely.

428/528 Europe in the 20th Century: [Topic] (4R) War, revolution, social change, political transformation, and related intellectual and cultural developments in Europe from the Great War of 1914-18 through the present. **I:** European Fascism. **II:** Jews in Modern Europe. **III:** Eastern Europe since World War I. **IV:** Europe since 1945. **R** when chronological or thematic topic changes. Hessler, McCole.

434/534 Modern British History: [Topic] (4R) Selected topics in modern British history from 1700 to the present. Emphasis varies. **R** twice when topic changes for maximum of 12 credits. McGowen.

435/535 Revolutionary and Napoleonic Europe (4) The French Revolution; Napoleon; German idealism; British industry; the coalescence of European identity; revolutions in knowledge and education; changing gender roles; imperialism. McNeely.

437/537 Medieval Spain (4) A study of two related aspects of medieval Iberian history: Spain as a frontier society and Spain as a multicultural, multireligious society. Wolverton.

438/538 Golden Age Spain (4) Spanish history during one of the most important eras of its past, when it was a cultural leader in Europe and a major world power.

441/541 16th-Century European Reformations (4) History of religious, personal, and institutional reforms. Includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. Luebke.

442/542 Early Modern German History: [Topic] (4R) Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. **R** twice when topic changes for maximum of 12 credits. Luebke.

443/543 Modern Germany: [Topic] (4R) Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. **R** when topic changes. Luebke.

444/544 The Holocaust (4) Surveys history of Nazi genocide, focusing on terror and complicity in formation of racial policy, and perceptions of Nazi anti-Semitism as the Holocaust was occurring. Luebke.

445/545 Tsarist and Imperial Russia: [Topic] (4R) Creation of a great Eurasian civilization. Geopolitical expansion, Siberia, imperialism, origins of autocracy, serfdom, church and state, political opposition, rise of civil society, industrialization. **R** twice when topic changes for a maximum of 12 credits. Kimball.

446/546 Modern Russia: [Topic] (4R) Explores topics such as the intellectual and cultural history of Russia from the revolution to recent times. **R** twice for a maximum of 12 credits. Hessler.

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. **R** when topic changes. May.

455/555 Colonial American History (4) Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, landscapes, politics. Dennis.

456/556 Revolutionary America (4) Origins, consequences, meanings of American Revolution; changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution; institutional, social, and cultural legacy. Dennis.

457/557 19th-Century United States: [Topic] (4R) Political, social, economic, and cultural history. **I:** Jacksonian Era. **II:** Civil War. **III:** Reconstruction. **IV**: Gilded Age. **R** thrice when topic changes for maximum of 16 credits. Mohr, Ostler.

460/560 American Intellectual History: [Topic] (4R) Leading thinkers and prevalent modes of thought in American life from European settlement of North America to the present. **I:** To 1800, **II:** 19th Century, **III:** 20th Century. **R** twice when topic changes for maximum of 12 credits. Herman.

461/561 American Medical History (4) Explores the social history of medicine and health in the United States. Mohr.

463/563 American Economic History: [Topic] (4R) Varying topics on the economic development of the

United States as a preindustrial, industrial, and postindustrial society. **I:** The Great Depression. **II:** Industrialization. **R** twice when topic changes for maximum of 12 credits. Pope.

466/566, 467/567 The American West (4,4) Social, political, and cultural history. **466/566:** peoples of the American West and the expansion of the United States in the 19th century. **467/567:** 20th-century immigration, urban growth, economic development; social and political institutions; politics of race, ethnicity, and gender in a multicultural region. Ostler, Weisiger.

468/568 The Pacific Northwest (4) Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Ostler.

469/569 American Indian History: [Topic] (4R) Variable chronological, thematic, and regional topics, including Indian history to 1860; 1860 to the present; Indians and colonialism; Indians and environments; Indians and gender; regional histories. **R** twice when topic changes for maximum of 12 credits. Dennis, Ostler.

473/573 American Environmental History: [Topic] (4R) Variable topics examine the social, cultural, economic, and political history of the American landscape; how Americans have understood, transformed, degraded, conserved, and preserved their environments. **I:** To 1800. **II:** 19th Century. **III:** 20th-Century Environment and Environmentalism. **IV:** Environment and the West. **R** thrice when topic changes for maximum of 16 credits. Dennis.

480/580 Mexico (4) Mexican history from pre-Hispanic times to the present. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910. Haskett.

482/582 Latin America's Indian Peoples (4) Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. Haskett.

483/583 Latin America: [Topic] (4R) Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. **R** thrice when topic changes for maximum of 16 credits. Aguirre, Haskett.

484/584 Philippines (4) Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years. May.

487/587 China: [Topic] (4R) Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. **I:** Song and Yuan. **II:** Ming and Qing. **III:** Late Qing. **IV:** Republican China. **V:** China since 1949. **R** thrice when topic changes for maximum of 16 credits. Asim, Goodman.

490/590 Japan: [Topic] (4R) Political, social, and cultural history from ancient through contemporary. Origins, aristocratic society, medieval age, Zen, warrior class, urban growth, modernization, imperialism, Pacific war, postwar society. **I:** Classical Age. **II:** Shogun's Japan, 1550-1800. **III:** Modern Age. **R** twice when topic changes for maximum of 12 credits. Goble, Hanes.

491/591 Medicine and Society in Premodern Japan (4) Examines the interweaving of folk, Buddhist, Chinese, and Dutch influences. Diseases, knowledge, sexual hygiene, and medical challenges in social context. Goble.

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. Courses on Japanese or medieval history recommended. **R** twice when topic changes for maximum of 12 credits. Goble.

503 Thesis (1-12R)

601 Research: [Topic] (1-9R)

602 Supervised College Teaching (1-6R)

603 Dissertation (1-12R)

604 Internship: [Topic] (1-3R) R once for maximum of 6 credits.

605 Reading and Conference: [Topic] (1-9R)

607 Seminar: [Topic] (5R)

608 Colloquium: [Topic] (1-6R) Recent offerings include Medieval Europe; Race and Labor in the United States; Race, Gender, and State; Society and Revolution in East Asia.

609 Supervised Tutoring (1-3R)

610 Experimental Course: [Topic] (1-4R)

611 Field Readings (5) Independent study designed to ground students in major works and issues of their chosen field. Intensive study, based on a substantial reading list, requiring substantial written work.

612 Historical Methods and Writings (5) Introduction to theoretical debates and methodological trends in the discipline of history; the process of conceiving, researching, and producing historically informed work; mastering current historiographic trends.

615 Professional Development (1) Promotes understanding of the history profession and development of professional skills through various activities-workshops on research and writing, critiques of scholarly presentations, discussion of the academic job market. Offered once per academic year.
616 Graduate Student Conference (1) Designed to build on work from HIST 612 and 615 courses. Promotes understanding of history profession, standards, protocols; plan and host conference. Offered once per academic year.

618 Comprehensive Exam Preparation (5) Independent readings with faculty members to discuss a predetermined reading list in preparation for PhD comprehensive examination.

619 Dissertation Prospectus (5) Independent research under the direction of student's advisor with the specific aim of producing a defensible dissertation prospectus.

690 Asian Research Materials (4) Introduction to bibliographical and research sources combined with training in reading primary material. Country focus on China or Japan, as appropriate.

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Human Physiology

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Faculty

Li-Shan Chou, professor. BS, 1987, Tatung Institute of Technology; MS, 1990, PhD, 1995, Illinois, Chicago. (2000)

Anita Christie, assistant professor. BS, 2001, MS, 2003, Brock; PhD, 2009, Massachusetts, Amherst. (2011)

Sierra Dawson, senior instructor. BS, 1995, MS, 2000, PhD, 2004, Oregon. (2003)

Hans Dreyer, assistant professor. BS, 1998, California State, Long Beach; MS, 2002, PhD, 2004, Southern California. (2009)

Jeffrey Gilbert, assistant professor. BA, 1999, Minnesota, Duluth; MA, 2002, Minnesota State; PhD, 2005, Wyoming. (2011)

Grace Golden, instructor. BS, 1989, MS, 1991, Oregon; PhD, 2007, Oregon State. (2009)

Michael Hahn, assistant professor. BS, 1996, Colorado Mesa; MS, 2000, Iowa State; PhD, 2003, Oregon. (2012)

John Halliwill, professor. BS, 1991, Ohio State; PhD, 1995, Medical College of Virginia. (2002)

Andrew Karduna, associate professor. BS, 1989, Massachusetts Institute of Technology; MS, 1991, Johns Hopkins; PhD, 1995, Pennsylvania. (2002)

Andrew Lovering, associate professor. BS, 1995, PhD, 2003, Texas Tech. (2007)

Christopher T. Minson, professor. BS, 1989, Arizona; MA, 1993, San Diego State; PhD, 1997, Pennsylvania State. (2000)

Jon Runyeon, instructor. BS, 1996, MS, 2010, Oregon. (2012)

Courtesy

John Brandon, courtesy research assistant. BS, 1976, Ricker College; MS, 1980, Oregon; AD, 1984, Lane Community College. (1997)

Richard L. Brown, courtesy assistant professor. BA, 1960, U.S. Naval Academy; MA, 1972, Maryland; PhD, 1992, Oregon. (1996)

Chien-Chi Chang, courtesy reserach associate. BS, 1988, National Sun Yat-sen; MS, 1992, PhD, 1997, Utah. (2010)

Mark S. Chesnutt, courtesy research associate. BS, 1982, Pacific Lutheran; MD, 1986, Oregon Health and Science. (2012)

Michael Colasurdo, courtesy professor. BS 1980, Portland State; MD, 1984, Oregon Health and Science. (2009)

Dennis Collis, courtesy professor. BS, 1959, Grinnell College; MD, 1963, Washington (St. Louis). (2007)

Mathews Fish, courtesy professor. AB, 1956, California, Berkeley; MD, 1959, California Medical, San Francisco. (2002)

Daniel Fitzpatrick, courtesy associate professor. BS, 1991, MS, 1993, MD, 1997, Iowa. (2007)

Igor Gladstone, courtesy professor. BS, 1973, MD, 1981, Washington (Seattle). (2009)

Randall Goodman, courtesy research assistant. BS, 1994, Oregon. (2010)

Sarah Grall, courtesy instructor. BS, 1986, Oregon; MS, 1992, Wisconsin, La Crosse. (2010)

Aaron Harding, courtesy instructor. BS, 1990, Southern Oregon; MS, 1993, Oregon. (2007)

Jerold Hawn, courtesy professor. BS, 1963, Santa Clara; MD, 1967, Georgetown. (2009)

Stanley L. James, courtesy professor. BS, 1953, MD, 1962, Iowa. (1979)

Brian Jewett, courtesy associate professor. BS, 1990, MS, 1991, Stanford; MD, 1995, Vanderbilt. (2007)
Donald C. Jones, courtesy professor. BS, 1969, Centenary (Hackettstown); MD, 1973, Louisiana State. (1983)

Paul Kaplan, courtesy research associate; university physician. AB, 1970, Stanford; MD, 1974, California, Los Angeles. (2005)

Vern Katz, courtesy professor. BA, 1971, MD, 1979, California, Los Angeles. (2001)

Peter Kosek, courtesy professor. BA, 1984, Grinnell College; MD, 1988, California, Los Angeles. (2009)

Brett (Brick) Lantz, courtesy professor. BA, 1981, Stanford; MD, 1985, Oklahoma. (2007)

Samuel Lau, courtesy professor. BS, 1984, MD, 1988, Creighton. (2009)

Victor Lin, courtesy associate professor. BS, 1988, Massachusetts Institute of Technology; MS, 1991, California, Berkeley; MD, California, San Francisco. (2002)

John Melton, courtesy senior research associate. BS, 1979, MD, 1985, New Mexico. (2011)

Brian Nichols, courtesy instructor. BS, 1987, MS, 1989, Oregon. (2001)

Richard Padgett, courtesy professor. BS, 1984, East Carolina; MD, 1988, North Carolina, Chapel Hill. (2005)

Rick Robertson, courtesy research associate. BPE, 1975, Ottawa; MHK, 1979, Windsor; PhD, 1985, Illinois, Urbana-Champaign. (2008)

Anne Shumway-Cook, courtesy senior research associate. BS, 1969, Indiana, Bloomington; MS, 1973, PhD, 1983, Oregon. (1992)

Kenneth M. Singer, courtesy professor; team physician. BS, 1961, Massachusetts Institute of Technology; MD, 1965, Columbia University College of Physicians and Surgeons. (1994)

Kimberly Terrell, courtesy instructor. BS 1981, MS, 1983, Oregon. (2006)

Emeriti

Barry T. Bates, professor emeritus. BSE, 1960, Princeton; MEd, 1971, East Stroudsburg; PhD, 1973, Indiana. (1974)

Gary A. Klug, professor emeritus. BS, 1970, MS, 1973, Wisconsin, La Crosse; PhD, 1980, Washington State. (1985)

Louis R. Osternig, professor emeritus. BS, 1965, MS, 1967, California State, Hayward; PhD, 1971, Oregon. (1971)

Richard K. Troxel, senior instructor emeritus. BS, 1975, MS, 1977, Oregon. (1976)

Marjorie Woollacott, professor emerita. BA, 1968, PhD, 1973, Southern California. (1980)

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

About the Department

Human physiology is the science of the mechanical, physical, and biochemical function of humans, and serves as the foundation of modern medicine. As a discipline, it connects science, medicine, and health, and creates a framework for understanding how the human body adapts to stresses, physical activity, and disease.

Human physiology and anatomy are closely related-anatomy is the study of form, physiology is the study of function, and form and function are intrinsically linked. The study of human physiology integrates knowledge across many levels, including biochemistry, cell physiology, and organ systems. Contemporary research in human physiology explores new ways to maintain or improve the quality of life, the development of new medical therapies and interventions, and the unanswered questions about how the human body works. The Department of Human Physiology serves its students by providing strong training in human physiology and anatomy to prepare them for careers in medicine, allied health professions, and biomedical research.

Undergraduate Studies

The department offers a program leading to either a bachelor of science (BS) or a bachelor of arts (BA) degree.

At the undergraduate level, students prepare for professional health science programs in fields such as medicine, physical therapy, occupational therapy, nursing, dentistry, pharmacy, education, and research. The department provides a supportive learning environment and a rigorous but flexible undergraduate curriculum that provides an in-depth exploration of the field as well as a strong foundation for future studies. A degree in human physiology prepares students to be critical thinkers who can independently assess their own personal health, using the guiding principles of scientific inquiry as a model for understanding the world around them.

Careers. The human physiology program provides the scientific foundation necessary for professional studies in medicine, physical therapy, and other health science fields. In addition, graduate work in the field of human physiology provides opportunities to conduct advanced research and to instruct the next generation of scientists and medical professionals.

Preparation. High school preparation should include a strong background in English, mathematics, biology, chemistry, and physics.

Transfer students. Before transferring, students should have completed as many general-education requirements and prerequisites to major courses as possible, including general chemistry, general biology, and general physics. Students should plan on taking anatomy and human physiology courses at the University of Oregon.

Medicine, Dentistry, and Physical Therapy. Students seeking a career in medicine, dentistry, physical therapy, or other allied health professions should work closely with the human physiology undergraduate advisor to plan their program of study to meet the specific admission requirements of the postgraduate schools in which they are interested.

Additional courses that are required of most programs at medical and dental schools include a second term of calculus (MATH 247 or 252), both the general chemistry and general physics labs, and organic chemistry with labs (CH 331, 335, 336, 337, 338). Medical programs vary in their requirements, and some now require biochemistry (e.g., CH 360 or CH 461-462) and/or a biology course in genetics (BI 320). Physical therapy programs vary in their requirements, and some require the general chemistry and general physics labs, statistics, and psychology.

Scholarships. Numerous scholarships are available; a complete list is available on the department website.

Major Requirements

Courses taken to satisfy major requirements must be taken for letter grades and passed with grades of C- or better. Students must maintain at least an overall 2.00 grade point average for prerequisites and in courses required for the major. Additional requirements for the bachelor's degree are described in the **Registration and Academic Policies** section of this catalog.

The introductory chemistry sequence should be taken in the first year.

Requirements	credits
General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)	12
General Biology I,II,III (BI 211, 212, 213) or Honors Biology I,II,III (BI 281H, 282H, 283H)	12-15
General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)	12
General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHYS 204, 205, 206)	6
Calculus for the Biological Sciences I (MATH 246) or Calculus I (MATH 251)	4
Medical Terminology (HPHY 211)	3
Evidence, Inference, and Biostatistics (HPHY 212)	4
Human Anatomy I,II (HPHY 321, 323), Human Physiology I,II (HPHY 322, 324), and Human Anatomy and Physiology III (HPHY 325)	25
Physiology of Exercise (HPHY 371)	4
Students must earn 16 upper-division credits that satisfy the following requirements:	16

At least two of the following courses: Motor Control (HPHY 333); Tissue Injury and Repair (HPHY 362); Biomechanics (HPHY 381); Human Biological Variation (ANTH 362); Human Osteology Laboratory (ANTH 366); Human Growth and Development (ANTH 369); Tropical Diseases in Africa (BI 309); Molecular Genetics

(BI 320); Cell Biology (BI 322); Investigations in Medical Physiology (BI 358); Neurobiology (BI 360); Physiological Biochemistry (CH 360); Biochemistry (CH 462)
One of the following capstone courses: Sleep Physiology (HPHY 412); Muscle Physiology (HPHY 413); Hypertension (HPHY 417); Alternative and Complementary Medicine (HPHY 419); Neurophysiology of Concussion (HPHY 433); Research Methods (HPHY 450); Therapeutic Techniques (HPHY 462); Environmental Physiology (HPHY 470); High Altitude Physiology and Medicine (HPHY 473); Gait Analysis (HPHY 485); Orthopedic Biomechanics (HPHY 486)

Any of the following courses: Special Studies (HPHY 399); Research (HPHY 401); Thesis (HPHY 403); Internship (HPHY 404); Reading and Conference (HPHY 405); Special Problems (HPHY 406); Workshop (HPHY 408); Practicum (HPHY 409); Practicum: Anatomy and Physiology Teaching Assistant (HPHY 409); Human Cadaver Dissection (HPHY 420)

For additional course options, visit the department office.

Honors

To apply to graduate with departmental honors, a student must have a GPA of 3.50 or better in courses offered by the human physiology department and who complete an honors thesis under the supervision of a human physiology thesis committee are eligible to graduate with department honors. In addition, human physiology majors enrolled in the Robert D. Clark Honors College at the University of Oregon are eligible to complete an honors thesis through that program.

Graduate Studies

The Department of Human Physiology offers two graduate programs: the Athletic Training MS Program and the Research-Intensive MS or PhD Program.

Athletic Training MS Program

The department offers a graduate program in human physiology with an emphasis in athletic training leading to the master of science (MS). This curriculum is one of fourteen postprofessional programs accredited by the National Athletic Trainers Association (NATA). The primary goal of this program is to provide classroom and clinical experiences that will allow entry-level certified athletic trainers to grow into professionals with the experience and confidence to be great clinicians. Providing students with advanced clinical skills is our hallmark. The program also provides students with the opportunity to grow as leaders, teachers, and researchers. Admission is granted only to students who are certified by the NATA Board of Certification or who have qualified for the certification examination. Graduate teaching fellowships (GTF) are available for highly qualified students who are certified as athletic trainers. The GTF award provides a full tuition waiver and a monthly stipend that varies in amount according to the assignment. Employment settings include intercollegiate athletics, high schools, club and recreational sports, and intramural athletics. Qualified students can find more information at the Graduate Studies in Athletic Training website, www.uoregon.edu/~uogradat .

Athletic Training Master's Degree Requirements

The master's degree consists of a minimum of 51 credits beyond the bachelor's degree and include the following required courses and exit requirement:

- Human Cadaver Dissection (HPHY 520); Neurophysiology of Concussion (HPHY 533); Research Methods (HPHY 550); Environmental Physiology (HPHY 570); Professional Skills I: Effective Teaching (HPHY 611); Basic Science in Clinical Decisions (HPHY 660); Manual Therapy: Movement Patterns, Core Stability (HPHY 661); Manual Therapy: Spine, Lower Quadrant (HPHY 662); Physiology of Injury (HPHY 668); The Female Athlete (HPHY 669); Therapeutic Restoration of Biomotor Abilities (HPHY 671); Professional Skills I: Effective Teaching (HPHY 611)
- Seminars: Administrative Skills for Clinical Careers; Clinical Research Presentations (two terms); Contemporary Clinical Techniques I,II; Current Professional Topics; Evidence-Based Clinical Practice and Research; Human Physiology (six terms); Leadership Development (HPHY 607)
- Practicum: Sports Medicine (HPHY 609)

Elective course work may include Research (HPHY 601), Supervised College Teaching (HPHY 602), Special Problems (HPHY 606), Practicum: Preceptor (HPHY 609), or other human physiology offerings.

Exit Requirement. All students participate in a comprehensive defense of their advanced clinical skills during spring term of their graduating year. In addition, they select one of the following two options as their graduation exit requirement:

Option 1. Comprehensive written and oral exams (completed during the final term of study), one-term (4-credit minimum) research experience, and literature review or evidence-based practice manuscript submitted for publication.
Option 2. Original research study conducted, and manuscript submitted for publication.

Required courses must be taken for letter grades and passed with grades of B- or better. Students must maintain at least a 3.00 grade point average each term, and will not be eligible to hold a GTF position, take comprehensive exams, or graduate without a cumulative GPA of 3.00.

Additional university master's degree requirements are described under Master's Degrees in the **Graduate School** section of this catalog.

Research-Intensive MS or PhD Program

The department offers a graduate program in human physiology with an emphasis on research leading to the master of science (MS) and the doctor of philosophy (PhD) degrees. The goal is to provide classroom and research experiences that turn students into professionals with the knowledge and experience to be superior researchers or become university-level educators. Graduate teaching and research fellowships (GTF) are available for highly qualified students to teach undergraduate laboratories or assist in research projects. The GTF award provides a full-tuition waiver and a monthly stipend that varies in amount according to the assignment. For more information, visit the department website.

Master's Degree Requirements

The master's degree consists of a minimum of 45 credits beyond the bachelor's degree; at least 30 of these credits must be completed through human physiology courses including the following required courses:

- Professional Skills I,II,III (HPHY 611, 612, 613)
- System Physiology I,II,III (HPHY 621, 622, 623)
- 4 graded graduate credits in additional human physiology courses, or courses determined in conjunction with an advisor to be most appropriate to the student's line of study
- 8 graduate credits in statistical analysis (e.g., EDUC 614 and 640) covering the following topics: descriptive statistics, logic of hypothesis testing, elementary inferential statistics, confidence intervals, one-way analysis of variance, post hoc comparisons, a priori contrasts, within-subjects and between-subjects effects, two-way and higher-order designs, and interactions. For recent additions to these course options, check with the department director of graduate studies

Students must register for Seminar: Human Physiology (HPHY 607) during every term of enrollment. One term may be waived upon approval by the director of graduate studies to accommodate the student's research activities or other extenuating circumstances.

Students must complete a substantial research project, which will fulfill their final master's degree requirement. Department faculty members, in consultation with the student, determine the format for the presentation of the project, which will include an oral defense in combination with either a master's thesis, a journal-style manuscript, or a comprehensive project report.

Required courses must be taken for letter grades and passed with grades of B- or better. Students must maintain at least a 3.00 grade point average for all courses.

Additional university master's degree requirements are described under Master's Degrees in the **Graduate School** section of this catalog.

Doctoral Degree Requirements

The doctoral degree consists of a minimum of 135 credits beyond the bachelor's degree; at least 60 of these credits must be completed through human physiology courses.

Students must complete all of the master's degree required course work listed above if they have not done so previously.

Students must complete two of the following: Systems Neuroscience (HPHY 633); Advanced Respiratory Physiology (HPHY 670); Human Cardiovascular Control (HPHY 676); Kinematics of Human Movement (HPHY 684); Kinetics of Human Movement (HPHY 685).

Students must register for Seminar: Human Physiology (HPHY 607) during every term of enrollment. One term may be waived upon approval by the department director of graduate studies to accommodate the student's research activities or other extenuating circumstances.

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 must enroll in Dissertation (HPHY 603) during every subsequent term of enrollment. A final oral defense is held after completion of the dissertation and after all other degree requirements have been met.
Required courses must be taken for letter grades and passed with grades of B- or better. Students must maintain at least a 3.00 grade point average for all courses.

Additional university doctor of philosophy degree requirements are described under Doctoral Degrees in the **Graduate School** section of this catalog.

Admission Requirements

Applicants for the Athletic Training MS program should check the Graduate Studies in Athletic Training website (www.uoregon.edu/~uogradat) and applicants for the Research-Intensive MS or PhD Program should check the department website for information on the online graduate application and deadlines.

Requirements for admission to all graduate programs include the following:

- Baccalaureate degree from an accredited university with a GPA of 3.00 or higher on a 4.00 scale
- GRE scores of 150 or higher on each of the verbal and quantitative sections (institution code: 4846; department code: 0217)
- Completed course work with a grade of B- or higher in general chemistry, general biology, and two courses of physiology or combined anatomy and physiology

In addition to the above requirements, international students who have not received a degree from a university in a country whose official language is English must have a TOEFL score of 575 (paper test), or 90 (Internet-based test) or an IELTS overall band score of 7.0.

Human Physiology Courses (HPHY)

101 Exercise as Medicine (4) The effects of exercise on health and in the prevention and treatment of disease.
102 Exercise and Wellness across the Life Span (4) Processes affecting physical activity and exercise from infancy through elder adulthood. Topics include physiological, sensory-motor, and cognitive factors across the life span.

103 Exercise and Performance (4) Structure and function of the human body including movement analysis. Topics include training and exercise responses; sport, daily living, and workplace performance; and injury adaptations.

104 Understanding Human Disease (4) Introduces fundamental physiological and anatomical concepts to nonscience majors, to better understand disease and how humans adapt to create solutions to environmental challenges.

105 Principles of Nutrition (4) Explores the fundamentals of nutrition and its application to culture, lifestyle, and health across the lifespan. Course will be taught once or more per academic year.

199 Special Studies: [Topic] (1-4R)

211 Medical Terminology (3) Explore and develop skills in language and terminology specific to the medical sciences with an emphasis on derivation, meaning, and pronunciation.

212 Evidence, Inference, and Biostatistics (4) Explores how data is used as evidence in research and inferred from experiments, and how statistics are used to inform us about human physiology.

321 Human Anatomy I (5) Introduction to the human body and histology; nerves; central, autonomic, and peripheral nervous systems; cranial nerves; regional anatomy of the head; special senses. Includes cadaver laboratory. Sequence with HPHY 322, 323, 324, 325. Prereq HPHY 211; BI 212 or BI 282H. Must be passed with grades of mid-C or better.

322 Human Physiology I (5) Neuro- and muscular physiology: action potentials; synapses and receptors; skeletal muscle; central, peripheral, and autonomic nervous systems; special senses. Includes human-based laboratory. Sequence with HPHY 321, 323, 324, 325. Prereq: HPHY 212; BI 212 or 282H. Must be passed with grades of mid-C or better.

323 Human Anatomy II (5) Heart, lungs, and vasculature in addition to regional exploration of the musculosketetal system. Includes cadaver laboratory. Sequence with HPHY 321, 322, 324, 325. Prereq: HPHY 321.

324 Human Physiology II (5) Cardiovascular system; respiratory system; immunology. Includes human-based laboratory. Sequence with HPHY 321, 322, 323, 325. Prereq: HPHY 321, 322.

325 Human Anatomy and Physiology III (5) Anatomy and physiology of the digestive, reproductive, and renal systems; endocrinology. Includes combination of cadaver laboratory and human-based laboratory. Sequence with HPHY 321, 322, 323, 324. Prereq: HPHY 323, 324.

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: HPHY 321, 322.

362 Tissue Injury and Repair (4) Exploration of the physiology of injury and trauma. Emphasis on inflammation and healing of connective tissue injury, tissue biomechanics, mechanisms of injury, and clinical orthopedic evaluation techniques. Prereq: HPHY 323, 324.

371 Physiology of Exercise (4) Physiology of exercise, physical conditioning, and training; mechanisms and significance of these effects for health and performance. Prereq: HPHY 324.

381 Biomechanics (4) Fundamental principles of physics applied to the analysis of human movement. Emphasis on developing abilities to analyze human movement quantitatively. Prereq: HPHY 322, 323; PHYS 201.

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] (1-16R) Field experience in an agency, institution, or business. Practice knowledge from courses: planning, organizing, directing, evaluating, and developing professional competence.

405 Reading and Conference: [Topic] (1-15R) Reading and assignments in connection with other courses for extra credit. Honors readings.

406 Special Problems: [Topic] (1-15R)

407/507 Seminar: [Topic] (1-5R) Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

408/508 Workshop: [Topic] (1-15R)

409 Practicum: [Topic] (1-15R) Current topics include Preoccupational Therapy and Prephysical Therapy.

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

412/512 Sleep Physiology (4) Fundamental principles of sleep and how physiology is affected by sleep. Prereq: HPHY 325.

413/513 Muscle Physiology (4) Human skeletal muscle cell biology and tissue physiology and metabolism with a focus on clinical implications, health, and disease. Prereq: HPHY 371.

417/517 Hypertension (4) Investigates clinical and experimental observations underlying the mechanisms of chronic high blood pressure and clinical therapies used for treatment. Emphasizes integration of theory and practice. Prereq: HPHY 325. Offered alternate years.

419/519 Alternative and Complementary Medicine (4) Exploration of alternative and complementary medicine, including scientific evidence for the mechanisms underlying practices such as meditation, acupuncture, and yoga in improving health. Prereq: HPHY 325.

420/520 Human Cadaver Dissection (1) Dissection of one region of a preserved human cadaver and preparation of the specimen for the HPHY 321 and/or 323 laboratory experience. Students are accepted by application, which are due early February. Prereq: HPHY 323.

433/533 Neurophysiology of Concussion (3) Investigate diagnosis, deficits, and treatment of mild traumatic brain injury and neurophysiological effects. Prereq: HPHY 333.

434/534 Movement Disorders (4) Discusses the clinical manifestations and underlying physiological mechanisms of selected movement disorders. Emphasizes the role of scientific experiment in diagnosis and treatment. Prereq: HPHY 325, 333.

441 Clinical Exercise Physiology (3) Principles of exercise physiology integrated into the clinical setting, with emphasis on cardiovascular and pulmonary diseases. Prereq: HPHY 371.

442 Clinical Electrocardiography (4) Exploration of heart conduction, arrhythmia, and clinical significance of electrocardiography with an emphasis on clinical application. Prereq: HPHY 324.

450/550 Research Methods (4) Development of research-related skills including reading, understanding, evaluating, and retrieving research articles as well as creation of a novel research project. Not offered 2013-14.

462 Therapeutic Techniques (4) Clinical application of therapeutic techniques including modalities and rehabilitation for soft-tissue orthopedic injuries. Prereq: HPHY 362. Offered alternate years.

470/570 Environmental Physiology (4) Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude. Prereq: HPHY 371.

472/572 Advanced Laboratories in Exercise Physiology (4) Theoretical basis and practical application of modern physiological testing of cardiovascular and respiratory function with a focus on exercise and performance. Prereq: HPHY 371.

473/573 High Altitude Physiology and Medicine (4) Explores major physiologic responses to high altitude (hypoxia), both adaptive and maladaptive, from systems to molecular level, as well as pathophysiologic conditions at high altitude. Prereq: HPHY 371. Offered alternate years.

485/585 Gait Analysis (4) Study of walking including the impairments and functional limitations contributing to disabilities. Provides fundamental terminology, techniques, and data interpretation used in gait analysis. Prereq: HPHY 381. Offered alternate years.

486/586 Orthopedic Biomechanics (4) Principles of musculoskeletal biomechanics relating to concepts in surgical and nonsurgical orthopedics. Course is beneficial to those pursuing careers in medicine and health sciences. Prereq: HPHY 381. Offered alternate years.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-15R)

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

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

608 Workshop: [Topic] (1-15R)

609 Practicum: [Topic] (1-15R)

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

611 Professional Skills I: Effective Teaching (1) Development of professional skills for academic careers related to human physiology. Series with HPHY 612, 613.

612 Professional Skills II: Responsible Research (1) Development of professional skills for academic careers related to human physiology. Series with HPHY 611, 613.

613 Professional Skills III: Career Development (1) Development of professional skills for academic careers related to human physiology. Series with HPHY 611, 612.

621 Systems Physiology I (4) Advanced overview of neural physiology, neural control of human movement, and the biomechanical constraints underlying that control. Series with 622, 623.

622 Systems Physiology II (4) Advanced overview of cardiovascular physiology and skeletal muscle cell physiology and metabolism. Series with 621, 623.

623 Systems Physiology III (4) Advanced overview of renal and respiratory physiology. Series with 621, 622.

660 Basic Science in Clinical Decisions (4) Literature-based investigation into the basic science and clinical research underlying clinical decisions in athletic medicine.

661 Manual Therapy: Movement Patterns, Core Stability (2) Advanced skills in proprioceptive neuromuscular facilitation (PNF) movement patterns, and both pilates principles and manual therapy to improve core stability. For certified athletic trainers. Offered alternate years.

662 Manual Therapy: Spine, Lower Quadrant (2) Advanced skills in muscle energy, mobilization, and trigger-point release techniques for the spine and lower quadrant. For certified athletic trainers. Offered alternate years.

668 Physiology of Injury (4) Physiological regulatory mechanisms controlling injury, inflammation, and pain. Therapeutic modalities used to mitigate the consequences of these responses that accompany physical activity.

669 The Female Athlete (4) Literature-based investigation of the unique anatomy and physiology, as well as social-cultural issues, of the female athlete related to sports medicine.

670 Advanced Respiratory Physiology (4) Explores advanced concepts in respiratory physiology; includes exercise adaptations and examples of pathophysiology. Prereq: HPHY 623. Offered alternate years.

671 Therapeutic Restoration of Biomotor Abilities (4) Exploration of advanced rehabilitation techniques for athletic trainers, including advanced program design, evaluation, and movement-sport analysis. Certification as an athletic trainer or physical therapist required.

676 Human Cardiovascular Control (4) Advanced cardiovascular physiology including central control of blood pressure and organ blood flow. An integrative approach toward how the cardiovascular system meets competing demands. Prereq: HPHY 623. Offered alternate years.

684 Kinematics of Human Movement (4) Theory and application of kinematic analysis of human motion. Emphasis on two- and three-dimentional kinematics, including data collection, analysis, and modeling. Prereq: HPHY 621. Offered alternate years.

685 Kinetics of Human Movement (4) Experimental methods and mechanical theories associated with the analysis of joint forces and movements during human motion. Prereq: HPHY 621. Offered alternate years.

686 Biomechanical Principles of Balance Control (4) Anatomy, biomechanics, and neuromuscular control of balance during locomotion. Mechanisms of age-related attentuation of balance control and gait stability. Prereq: HPHY 621. Not offered 2013-14.

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Humanities

Ina Asim, Program Director
541-346-4069

837 Prince Lucien Campbell Hall

Program Committee

Ina Asim, history

Christopher Eckerman, classics

Kenneth S. Calhoon, comparative literature

Mary K. Jaeger, classics

James C. Mohr, history

John Nicols, history

George J. Sheridan Jr., history

General Information

The curriculum of the Humanities Program provides opportunities for the student seeking intellectual coherence and integration, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. The program is pluralistic and multicultural in its vision and interdisciplinary in its approach. It is designed to provide essential skills and understanding for intelligent action and preparation for a wide range of careers.

Undergraduate Studies

Major Requirements

The humanities major is an interdisciplinary bachelor of arts (BA) degree program. Proficiency in at least one second language, a requirement for the BA degree, is central to the humanities major. Although majors are not required to do more than meet the BA requirement, it is strongly recommended that they continue language study in upper-division courses.

The major in humanities requires 48 or 52 credits. Grades of mid-C or better must be earned in courses taken to satisfy major requirements. For graduation, humanities majors must maintain at least a 2.00 grade point average (GPA) in required courses. No upper-division course may be used to satisfy more than one major requirement.

Introduction to the Major (4 or 8 credits)

Two courses from Introduction to the Humanities I,II,III (HUM 101, 102, 103) or Themes in the Humanities (HUM 300), which is recommended for students who declare the major in the junior or senior year.

Breadth Requirement (16 credits)

One course taken in each of the four areas listed below. At least two of these must be upper-division courses, and all four courses must be group satisfying.

1. Arts (music history, theater history, art history)
2. Philosophy
3. Classics
4. History

Concentration (28 upper-division credits)

Students must submit a brief essay defending the coherence of the concentration and outlining the seven courses they plan to take. No more than three of the seven courses may be taken in any one department. Students should choose at least one Seminar (407) as part of their concentration.

Honors

Honors in humanities allows a student to focus on an area of concentration in a written thesis. Requirements are as follows:

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

Courses from Other Departments

Students may be interested in the following courses. See home departments for descriptions.

Classics. Greek and Roman Epic (CLAS 301), Greek and Roman Tragedy (CLAS 302), Classical Greek Philosophers (CLAS 303), Classic Myths (CLAS 321)

History. Early China (HIST 387), Ancient Greece (HIST 412), Ancient Rome (HIST 414), The Idea of Europe (HIST 420), Cultural History of the Enlightenment (HIST 426), Intellectual History of Modern Europe (HIST 427)

Philosophy. History of Philosophy (PHIL 310, 311, 312), Introduction to Philosophy of Science (PHIL 339), Ancient Philosophers (PHIL 421)

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.

Graduate Studies

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)

245 Culture and Food (4) The study of food in the Ancient Greco-Roman world using historical, literary, and practical approaches.

260 Postwar European Culture (4) Addresses the broad history and culture of 20th-century Europe through humanistic themes and texts that reflect various aspects of that experience.

300 Themes in the Humanities (4) Interdisciplinary and multimedia introduction to the study of the humanities. Analysis of such themes as tragedy in music, literature, and art.

315 Introduction to African Studies (4) Surveys the cultural, social, political, and economic diversity of

historical and contemporary Africa. Emphasizes sub-Saharan Africa.
354 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).

355 The American City (4) Study of the great American city from the colonial period to the present, particularly New York, Los Angeles, and Chicago.

361 Ancient Science and Culture (4) Explores the subject, practice, and social place of science in the ancient world.

399 Special Studies: [Topic] (1-5R) Problem-oriented course designed to explore new topics or approaches to studies in the humanities.

403 Thesis (1-6R)

405 Reading and Conference: [Topic] (1-6R)

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

409 Practicum: [Topic] (1-5R) R with consent of instructor and program director.

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

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International Studies

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isp@uoregon.edu
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Faculty

Yvonne A. Braun, assistant professor (development, social change, environment). See **Women's and Gender Studies.**

Kathie Carpenter, associate professor (Southeast Asia, childhood, children and development). BA, 1975, California, San Diego; MA, 1983, PhD, 1987, Stanford. (1989)

Dennis C. Galvan, professor (comparative politics, international development, Africa and Indonesia). BA, 1987, Stanford; MA, 1990, PhD, 1996, California, Berkeley. (2001)

Derrick Hindery, assistant professor (environment and development, global economic restructuring, indigenous movements). BA, 1994, MA, 1997, PhD, 2003, California, Los Angeles. (2007)

Anita M. Weiss, professor (South Asia, comparative Muslim societies, gender and development). BA, 1975, Rutgers; MA, 1976, PhD, 1983, California, Berkeley. (1987)

Stephen R. Wooten, associate professor (local-global dynamics, agrarian change, expressive culture). BA, 1986, Massachusetts, Amherst; MA, 1993, PhD, 1997, Illinois, Urbana-Champaign. (1999)

Kristin Yarris, assistant professor (global health, social and cultural determinations). BA, 1994, Lewis and Clark College; MA, 2004, PhD, 2011, California, Los Angeles. (2012)

Emeritus

Gerald W. Fry, professor emeritus. BA, 1964, Stanford; MPA, 1966, Princeton; PhD, 1977, Stanford. (1981)

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

Participating Faculty

Carlos Aguirre, history

Sean Anthony, history

Ina Asim, history

Erin Beck, political science

Aletta Biersack, anthropology

Bruce A. Blonigen, economics

Daniel P. Buck, geography

Alfredo Burlando, economics

Mark Carey, honors college

Shankha Chakraborty, economics

Elisabeth Chan, landscape architecture

Shaul E. Cohen, geography

Frederick Colby, religious studies

Jane K. Cramer, political science

Robert L. Davis, Romance languages

André Djiffack, Romance languages
Christopher J. Ellis, economics

Maram Epstein, East Asian languages and literatures

John B. Foster, sociology

Alisa D. Freedman, East Asian languages and literatures

Ibrahim J. Gassama, law

Lisa M. Gilman, English

Bryna Goodman, history

Sangita Gopal, English

Jeffrey E. Hanes, history

Susan W. Hardwick, geography

Robert S. Haskett, history

Michael Hibbard, planning, public policy and management

David Hollenberg, religious studies

Lamia Karim, anthropology

Craig Kauffman, political science

Karrie Koesel, political science

Nicolas Larco, architecture

Jeffrey Magoto, Yamada Language Center

Gabriela Martinez, journalism and communication

Karen McPherson, Romance languages

Katharine Meehan, geography

Ronald B. Mitchell, political science

Alexander B. Murphy, geography

Michael Malek Najjar, theater arts

Lise Nelson, geography

Kevin Nute, architecture

Eileen M. Otis, sociology

Craig Parsons, political science

Doris L. Payne, linguistics

Eric W. Pederson, linguistics

Philip W. Scher, anthropology

Carol T. Silverman, anthropology

Lars Skalnes, political science

Alison B. Snyder, architecture

H. Leslie Steeves, journalism and communication

Lynn Stephen, anthropology

Xiaobo Su, geography

Surendra Subramani, counseling psychology and human services

Tuong Vu, political science

Peter A. Walker, geography

Janis C. Weeks, biology

About the Department

The Department of International Studies offers bachelor of arts (BA), bachelor of science (BS), and master of arts (MA) degrees. The program is tailored to give students the theoretical tools to make sense of the fast-

changing global arena; ensure the practical application of their research; immerse them in the language, history, and culture of a major world region; ensure they live, study, conduct research, or hold an internship in their region of interest; and help them develop a professional concentration area suitable for their career goals. Professional concentration options are listed below.
The Department of International Studies is a member of the Association of Professional Schools of International Affairs and the International Studies Association. These links provide more opportunities in research, internships, funding, and employment for international studies students.

Undergraduate Studies

The bachelor's 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 advisor 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 advisor and mentor, typically one of the core or participating faculty members named above or a faculty member from the student's concentration areas. Advising about specific major requirements is available from the department's undergraduate advisors.

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). In addition, students must have taken and passed (with a C- or better) at least one regular international studies (INTL) course. Freshman seminars do not count toward this requirement. Students are strongly encouraged not to wait until their junior or senior year to apply. Premajor advising and help with application procedures are available at the international studies office. Applicants must meet with an international studies undergraduate advisor 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 undergraduate advisor.

Major Requirements

For the most current information about courses and requirements, visit the department website listed above.

The major consists of an initial 4-credit preparatory course, Introduction to International Issues (INTL 101), to be followed by work in three core blocks: international core foundation, professional concentration area, and geographical focus. A minimum of 52 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' proficiency in a second language is required. To encourage the study of less commonly taught languages, students also may fulfill the language requirement with the "two-plus-two" option: two years' proficiency in a commonly taught language (i.e., French, German, Italian, or Spanish) and two years' proficiency in any other language.

The major may include courses from a number of departments. The minimum requirement is 16 credits in each block. Courses applied to the major, with the exception of the language requirement and up to 8 credits in INTL 406 or 409, must be taken for letter grades.

A maximum of 12 credits in courses taken to fulfill the university group requirements may be applied toward the international studies major.

A maximum of 20 credits in courses taken in a single department other than international studies may be applied toward the international studies major, exclusive of the language requirement.

Preparatory Course. Students are required to complete Introduction to International Issues (INTL 101) as part of the major. It is recommended that students take this course early, ideally before the Block A courses.

Block A: International Core Foundation. Four courses are required from among these five options: Special Studies: Globalization and the Global Economy (INTL 199); Perspectives on International Development (INTL 240); Value Systems in Cross-Cultural Perspective (INTL 250); Culture, Capitalism, and Globalization (INTL 260); Global Environmental Issues (INTL 280). INTL 300- and 400-level courses may also be used to fulfill this requirement. More information is available from an international studies advisor.

Block B: Professional Concentration Area. Students select one of fifteen professional concentration areas.

Students may design their own professional concentration area if none of the predefined areas fits the student's

professional goals. Students who choose this option must designate one of the core faculty members of the Department of International Studies as an advisor and work with that individual in designing the concentration. All professional concentrations require four upper-division courses (16 credits).
Block B professional concentration areas are listed later in this section.

Block C: Geographical Focus. Students concentrate on one cultural area-a group of nations that share common cultural, historical, geographic, and linguistic experiences. To satisfy the language requirement for the major, students should choose a language that is relevant to their regional specialization. Only one term (4 credits) of third-year language sequence courses may be used to fulfill the geographical focus requirement.

Areas of focus may include Africa, Australia and New Zealand, Central Asia, East Asia, Europe, Latin America, the Middle East, Pacific islands, Russia and Eastern Europe, South Asia, and Southeast Asia.

Appropriate Block C courses should have significant course content on the region of study.

International Studies Honors Thesis. Students who have a grade point average (GPA) of 3.50 or higher and want to graduate with department honors write a thirty- to fifty-page thesis. An advisor must be selected and a proposal approved by the department faculty two terms before graduation. Students may apply as many as 4 credits in Thesis (403) to the appropriate block of the 48 credits required for the international studies major.

The completed thesis must be awarded a grade of mid-B or better by the advisor (P, or pass, for a Clark Honors College thesis) and be approved as meeting thesis guidelines by the department head. This includes addressing an international or cross-cultural topic and using a minimum of two second-language sources for all projects, including the honors college thesis.

Language Requirement. To satisfy this requirement, students must achieve proficiency in a second language at a level associated with three years of study. Proficiency in the language may be demonstrated by passing three terms of a 300-level language sequence with grades of mid-C or better, or by an examination.

A student may also fulfill the language requirement with two years' proficiency in two different languages (exclusive of the student's native tongue) if at least one of the two is a less commonly taught language (i.e., not French, German, Italian, or Spanish). Students wishing to pursue this option must get approval from the undergraduate studies faculty director.

International Experience. Majors must have a significant international experience to complete requirements for the major. This is usually satisfied by at least one term of study or work in another country that coincides with their geographical focus area. For information about study abroad, see International Affairs in the **Academic Resources** section of this catalog and index entries under "Overseas study opportunities." Advice is available from International Affairs, 330 Oregon Hall.

Internship Option. Students may earn pass/no pass (P/N) credit for work done as interns. Interested students should consult with international studies advisors.

Block B: Professional Concentration Areas

Comparative International Development

Required Courses (8 credits)

International Community Development (INTL 420), Aid to Developing Countries (INTL 422)

Elective Courses (8 credits)

Economics. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 490), Issues in Economic Growth and Development (EC 491)

Geography. Populations and Environment (GEOG 341), Geography of Globalization (GEOG 342), Environment and Development (GEOG 465)

International Studies. Africa Today: Issues and Concerns (INTL 345), Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Development and Social Change in Latin America (INTL 446), Comparative Tribalisms (INTL 447)

Journalism and Communication. Third World Development Communication (J 455)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327), Grant Proposal Writing (PPPM 432), Urban Revitalization (PPPM 432), Nonprofit Management I (PPPM 480)

Political Science. International Organization (PS 420)

Sociology. World Population and Social Structure (SOC 303), Political Economy (SOC 420), Sociology of Developing Areas (SOC 450)

Cross-Cultural Communication, Indigenous Cultural Studies, and Ethnic Identity

Required Courses (two of the following) (8 credits)

Cross-Cultural Communication (INTL 431), Indigenous Cultural Survival (INTL 432), Comparative Tribalisms (INTL 447)

Elective Courses (8 credits)

Geography. Society, Culture, and Place (GEOG 343), Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Advanced Geography of European-American Regions (GEOG 470)

International Studies. Seminar: Indigenous Human Rights (INTL 407), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431), Indigenous Cultural Survival (INTL 432), Language Issues for International Studies (INTL 434), Comparative Tribalisms (INTL 447)

Linguistics. Languages of the World (LING 211)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327)

Sociology. World Population and Social Structure (SOC 303), Sociology of Religion (SOC 461), Systems of War and Peace (SOC 464)

Culture and Art

Required Course (8 credits)

Art and Human Values (AAD 250), Music in World Cultures (MUS 358)

Elective Courses (minimum of 8 credits)

Anthropology. Performance, Politics, and Folklore (ANTH 419), 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. The Arts and Visual Literacy (AAD 251), Art in Society (AAD 450), Arts Administration (AAD 460)

Dance. Dance and Folk Culture (DAN 301)

Folklore. Folklore and Religion (FLR 411), Folk Art and Material Culture (FLR 413), Film and Folklore (FLR 485)

Historic Preservation. Introduction to Historic Preservation (AAAP 411)

International Studies. Cross-Cultural Communication (INTL 431), Language Issues for International Studies (INTL 434)

Music. Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327), Nonprofit Management I (PPPM 480)

Political Science. Art and the State (PS 301)

Theater Arts. Multicultural Theater (TA 472)

Diplomacy and International Relations

Required Courses (8 credits)

Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 8 credits)

Economics. International Economic Issues (EC 380)

Environmental Studies. Environmental Justice (ENVS 435)

Geography. Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445), Geography, Law, and the Environment (GEOG 463)

History. American Foreign Relations (HIST 451)

International Studies. Africa Today: Issues and Concerns (INTL 345), International Community Development (INTL 420), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Development and Social Change in Latin America (INTL 446), Comparative Tribalisms (INTL 447)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327)

Political Science. United States Foreign Policy I (PS 326), International Political Economy (PS 340), Political Power, Influence, and Control (PS 347), International Organization (PS 420), United States Foreign Policy II (PS 426), Theories of International Politics (PS 455), United States-China Relations (PS 459), International Environmental Politics (PS 477), Introduction to Rational Choice (PS 480)

Sociology. World Population and Social Structure (SOC 303), Political Economy (SOC 420), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)

Global Health

Required Courses (8 credits)
Global Health and Development (INTL 340), Cross-Cultural Communication (INTL 431)
Elective Courses (minimum of 8 credits)
Anthropology. Culture, Illness, and Healing (ANTH 420), Nutritional Anthropology (ANTH 460), Gender Issues in Nutritional Anthropology (ANTH 465), Human Paleopathology (ANTH 474)
Biology. Tropical Diseases in Africa (BI 309), Developmental Genetics of Cancer (BI 426), Population Ecology (BI 471)
Geography. Population and Environment (GEOG 341)
Psychology. Culture and Mental Health (PSY 366)

International Business

This concentration area requires early planning to meet prerequisites. See departmental advisors for prerequisites specific to international studies majors.

Required Courses (8 credits)

Managing in a Global Economy (MGMT 420), International Marketing (MKTG 470)

Elective Courses (minimum of 8 credits)

Business Administration. Cross-Cultural Business Communication (BA 361), Cross-Cultural Negotiation (BA 365)

Economics. Money and Banking (EC 370), international Economic Issues (EC 380), international Finance (EC 480), International Trade (EC 481), Economic Growth and Development (EC 490),

International Studies. Africa Today: Issues and Concerns (INTL 345), Aid to Developing Countries (INTL 422), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Development and Social Change in Latin America (INTL 446), Comparative Tribalisms (INTL 447)

Management. Managing Organizations (MGMT 321), Negotiation and Strategies (MGMT 417)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327)

If double-majoring in business administration and international studies, other options apply.

International Economics

Required courses (8 credits)

International Finance (EC 480) and International Trade (EC 481) ***or*** Economic Growth and Development (EC 490) and Issues in Economic Growth and Development (EC 491)

Elective Courses (minimum of 8 credits)

Economics. Introduction to Econometrics I (EC 320), Issues in Industrial Organization (EC 360), International Economic Issues (EC 380), Introduction to Econometrics II (EC 421), Public Economics (EC 440), Industrial Organization and Public Policy (EC 461), Economic Growth and Development (EC 490), Issues in Economic Growth and Development (EC 491)

Geography. Geography of Globalization (GEOG 342)

International Studies. Aid to Developing Countries (INTL 422)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327)

International Education

Required Courses (8 credits)

Cross-Cultural Communication (INTL 431), Childhood in Cross-Cultural Perspective (INTL 433)

Elective Courses (minimum of 8 credits)

International Studies. Seminars: Cross Cultural Education, Cross-Cultural Childhood (INTL 407), Gender and International Development (INTL 421), Indigenous Cultural Survival (INTL 432), Language Issues for International Studies (INTL 434)

Journalism and Communication. International Communication (J 396), Third World Development Communication (J 455)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327), Grant Proposal Writing (PPPM 422), Nonprofit Management I (PPPM 480)

Political Science. International Organization (PS 420)

Sociology. Sociology of Education (SOC 491)

International Environment

Required Course (4 credits)

International Community Development (INTL 420)

Elective Courses (minimum of 12 credits)

Economics. Resource and Environmental Economic Issues (EC 333), Resource and Environmental Economics (EC 433)

Environmental Studies. Environmental Justice (ENVS 435), Political Ecology (ENVS 450)

Geography. Long-Term Environmental Change (GEOG 430), 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)

I**nternational Studies.** Aid to Developing Countries (INTL 422), Indigenous Cultural Survival (INTL 432)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327), Natural Resource Policy (PPPM 443)

Political Science. International Environmental Politics (PS 477), Environmental Politics (PS 497)

International Gender Issues

Required Courses (8 credits)

Gender and International Development (INTL 421) and Childhood in Cross-Cultural Perspective (INTL 433)

Elective Courses (minimum of 8 credits)

Anthropology. Gender, Folklore, Inequality (ANTH 315), Anthropology of Gender (ANTH 421)

International Studies. Seminar: Women's Movements around the World (INTL 407)

Journalism and Communication. Third World Development Communication (J 455)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327)

Political Science. Women and Politics (PS 348)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456)

Women's and Gender Studies. History and Development of Feminist Theory (WGS 315), Global Feminisms (WGS 431)

International Nonprofit Management

Required Courses (8 credits)

Nonprofit Management I (PPPM 480) and one of the following: International Community Development (INTL 420), Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)

Arts and Administration. Event Management (AAD 420), Arts Administration (AAD 460), Information Design and Presentation (AAD 483)

Business Administration. Management: Creating Value through People (BA 316), Marketing: Creating Value for Customers (BA 317), Finance: Creating Value through Capital (BA 318)

Economics. Urban and Regional Economic Problems (EC 330), Resource and Environmental Economic Issues (EC 333), Issues in Public Economics (EC 340), Problems and Issues in the Developing Economies (EC 390)

International Studies. International Community Development (INTL 420), Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)

Planning, Public Policy and Management. Introduction to the Nonprofit Sector (PPPM 280), Community Leadership and Change (PPPM 325), Global Leadership and Change (PPPM 327), Grant Proposal Writing (PPPM 422), Public and Nonprofit Financial Management (PPPM 424), Social Planning and Policy (PPPM 455), Resource Development for Nonprofit Organizations (PPPM 481), Practice of Leadership and Change (PPPM 494)

Journalism and Communication. Principles of Advertising (J 340), Principles of Public Relations (J 350)

International Tourism

Required Courses (8 credits)

Political Geography (GEOG 441), Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 8 credits)

Geography. Geography of Globalization (GEOG 342), Environment and Development (GEOG 465)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)

Landscape Architecture. Understanding Landscapes (LA 260), National Parks (LA 482)

Marketing. Marketing Management (MKTG 311), International Marketing (MKTG 470)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327), Grant Proposal Writing (PPPM 422), Managing Nonprofit Organizations (PPPM 480)

Political Science. Introduction to Environmental Politics (PS 297), International Environmental Politics (PS 477)

Sociology. Community, Environment, and Society (SOC 304), Political Economy (SOC 420)

Law and Human Rights

Required Courses (8 credits)

International Human Rights (INTL 370), Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)

Anthropology. Gender in Cross-Cultural Perspective (ANTH 314)

Environmental Studies. Environmental Justice (ENVS 435)

Geography. Culture, Ethnicity, and Nationalism (GEOG 445), Geography, Law, and the Environment (GEOG 463)

International Studies. Special Studies: International Cooperation and Conflict, Islam and Global Forces (INTL 399), Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Comparative Tribalisms (INTL 447)

Law. Human Rights Law (LAW 610), International Law (LAW 671), Human Rights and Environment (LAW 693). (Special registration process is required for law courses)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327), Introduction to Public Law (PPPM 418)

Political Science. Special Studies: International Peacekeeping, Palestine and Israel (PS 399), International Organizations. (PS 420),Civil Rights and Civil Liberties (PS 485)

Sociology. Systems of War and Peace (SOC 464)

Media: Journalism and Communication

Required Courses (8 credits)

International Communication (J 396) and one of the following: Cross-Cultural Communication (INTL 431), Language Issues for International Studies (INTL 434)

Elective Courses (minimum of 8 credits)

Comparative Literature. Comparative Studies in Cinema: Cinematic Representations (COLT 450)

International Studies. Africa Today: Issues and Concerns (INTL 345), Cross-Cultural Communication (INTL 431), Language Issues for International Studies (INTL 434), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Development and Social Change in Latin America (INTL 446), Comparative Tribalisms (INTL 447)

Journalism and Communication. Special Studies: Language Issues in International Studies (LING 399), Public Relations Writing (J 440), Third World Development Communication (J 455), International Journalism (J 492)

Marketing. Marketing Communications (MKTG 420)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327)

Sociology. Sociology of the Mass Media (SOC 317)

Peace Studies and Conflict Resolution

Required Courses (two of the following) (8 credits)

International Human Rights (INTL 370) and one from Special Studies: International Cooperation and Conflict (INTL 399), Cross-Cultural Communication (INTL 431), or Comparative Tribalisms (INTL 447)

Elective Courses (minimum of 8 credits)

Environmental Science. Environmental Justice (ENVS 435)

Geography. Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445)

History. War in the Modern World I (HIST 240), The Study of History (HIST 307)

International Studies. Seminar: Indigenous Human Rights (INTL 407), International Community Development (INTL 420), Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Development of the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), Language Issues for International Studies (INTL 434), Comparative Tribalisms (INTL 447)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327)

Political Science. Introduction to Environmental Politics (PS 297), Special Studies: International Peacekeeping (PS 399), International Organization (PS 420)

Sociology. Systems of War and Peace (SOC 464)

Second-Language Acquisition and Teaching

Before selecting this concentration, students must gain the approval of the linguistics department. The course work typically includes 12 approved credits in second-language acquisition theory and language-teaching methodology; 12 approved credits in linguistic description of a target language; 2 to 4 credits in practicum, internship, or supervised tutoring; and college-level second-language study (two years of a second language if the certificate target language is English; three years if the target language is Chinese, French, German, Japanese, Russian, or Spanish). For more information, visit slat.uoregon.edu/course-calendars.

Urbanization: Migration and Refugees

Required Courses (8 credits)

International Community Development (INTL 420) and Aid to Developing Countries (INTL 422

Elective Courses (minimum of 8 credits)

Economics. Urban and Regional Economics (EC 430)

Environmental Studies. Environmental Justice (ENVS 435)

Geography. Society, Culture, and Place (GEOG 343), Culture, Ethnicity, and Nationalism (GEOG 445)

History. War in the Modern World I (HIST 240)

International Studies. Africa Today: Issues and Concerns (INTL 345), International Community Development (INTL 420), Cross-Cultural Communication (INTL 431), Indigenous Cultural Survival (INTL 432), Childhood in Cross-Cultural Perspective (INTL 433), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Development and Social Change in Latin America (INTL 446), Comparative Tribalisms (INTL 447)

Planning, Public Policy and Management. Global Leadership and Change (PPPM 327), Seminar: Transportation and Social Planning (PPPM 407), Nonprofit Management (PPPM 480)

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), Sociology of Developing Areas (SOC 450)

Graduate Studies

The interdisciplinary MA 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 advisor, the student develops a program that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include comparative development, cross-cultural training, cultural arts, gender and development, health education and nutrition, international business, international community development, international education, international tourism, journalism, management of nongovernmental organizations and private voluntary organizations, and public policy and planning. Concentrations in other professional areas can be arranged.

Graduates of the Department of International Studies serve as international technical advisors, career diplomats, community development professionals, international business and trade experts, analysts in developing countries, international educators, administrators of international programs, and cross-cultural communication consultants.

Admission. The applicant must be a graduate of an accredited four-year college or university with a grade point average (GPA) of 3.30 or better in all academic work. The application deadline is January 15 for the following fall term. A Graduate Record Examinations (GRE) score is required. Students whose native language is not English must verify a score of 575 (paper-based test) or 90 (Internet-based test) or better on the Test of English as a Foreign Language (TOEFL) unless they have earned a bachelor's degree from a college or university in an English-speaking country. A score of 7.0 or better on the overall band of the International English Language Testing System test may be submitted instead of the TOEFL. Application forms and additional information about the graduate program may be obtained from the Department of International Studies website.

International Students. International students are encouraged to apply. Study programs are designed to meet students' professional needs and those of their home countries. As many as half the program's graduate students are international students.

Graduate Curriculum

Of the 73 course credits needed to complete the degree, students must take a minimum of 28 graded credits: 12 in the interdisciplinary core and 16 in the professional concentration area. A maximum of 24 credits may be taken in any department other than international studies in order to allow an appropriate degree of specialization.

Proseminar Series. The Department of International Studies conducts two required proseminars in which students and faculty members explore the field-Seminar: Proposal Writing (INTL 607) and Research and Writing in International Studies (INTL 656).

Interdisciplinary Core. Students take 16 credits of interdisciplinary courses that form the common core of the curriculum. The core is composed of one course, Seminar: International Studies Graduate Core (INTL 607), and two major competence areas: cross-cultural communication and understanding, and international relations, development theories, and approaches. Students may select from a range of courses to satisfy this requirement. A minimum of one course must be taken from each competence area, and three of the four courses must be INTL courses.

Professional Concentration Area. Students take a minimum of 24 credits in their area of professional concentration. In consultation with an advisor, students choose courses from relevant departments or professional schools. Concentration areas are tailored to individual student interests. Students interested in agricultural extension, forestry, and public health may take courses at Oregon State University. (For information about concurrent enrollment, see the **Registration and Academic Policies** section of this catalog.)

Geographic Focus. Students must take a minimum of 12 credits in their area of geographic focus (e.g., Africa, East Asia, Europe, Latin America, the Middle East, South Asia, or Southeast Asia). Students who earned their undergraduate degrees from institutions outside the United States may substitute an additional 12 credits in the professional concentration for the 12 credits of geographic focus. Students are encouraged to choose a geographic focus outside their home region.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a second language relevant to their professional or geographic focus before completing the program. The University of Oregon offers formal courses in a number of European and non-European languages. Students also may study languages through self-instruction at the Yamada Language Center. Language courses may be taken in lieu of up to 4 credits in the geographic focus, 8 credits in the professional concentration area, or 12 credits of the field internship if the language is studied in a country where it is commonly spoken. A total of no more than 16 credits of second-language study may be applied to program requirements. International students whose high school or university instruction was not in English demonstrate proficiency in English as a second language through completion of the master's degree requirements. It is recommended that international students study a language from their region of concentration.

Supervised Field Internship or Field Research. Twelve credits of internship or field research is required. The program assists students in locating internships or research opportunities and securing funding. The internship or research experience should be related to the student's career plans to enhance future job opportunities. International students may do their internship or research in the United States. Students must pay all or most of the costs. Many graduate students in the program have competed successfully for funding to support internship and research experiences.

The international studies faculty expects students to gain the following from the internship or research experience: (1) a reasonably in-depth experience in a culture other than the student's own, (2) greater fluency in the language of the culture in which the internship or research takes place, and (3) knowledge and experience

useful to the career goals of the intern.
Master of Arts Project. Each student must prepare an MA project, usually in the form of a thesis, a policy paper, or an article that has been accepted for publication in an approved refereed journal. Successful completion of the final project requires an oral defense before the student's final project committee. Other types of projects may be approved on a case-by-case basis by the student's master's advisor. Nine credits are awarded for a thesis and 6 credits for a policy paper or a published article.

Concurrent JD/MA 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)

101 Introduction to International Issues (4) Survey of major political, economic, and cultural themes in international studies through in-class debates on key contemporary issues.
196 Field Studies: [Topic] (1-2R)

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

199 Special Studies: [Topic] (1-5R)

240 Perspectives on International Development (4) Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development. Galvan.

250 Value Systems in Cross-Cultural Perspective (4) Introduction to value systems of various cultures, focusing on how values relate to religion, forms of social organization, group affiliation, and patterns of conflict resolution. Carpenter.

260 Culture, Capitalism, and Globalization (4) Cultural and historical perspectives on the development of capitalism as a way of life and its relationship to contemporary global issues and imbalances. Wooten.

280 Global Environmental Issues (4) Examines root causes of environmental problems at local, regional, national, and global scales. Critically compares approaches to addressing international environmental challenges. Hindery.

340 Global Health and Development (4) Introduction to major issues in global health, their causes and possible solutions, with a focus on the poor in developing countries. Yarris.

345 Africa Today: Issues and Concerns (4) Introduces students to current challenges facing African peoples today. Extends survey of Africa courses, and prepares students for more advanced study regarding the African continent. Wooten.

360 International Cooperation and Conflict (4) Utilizes case studies and selected themes to examine the root causes, stakeholder perspectives, and attempts to resolve international conflicts. Prereq: INTL 101.

370 International Human Rights (4) Survey of human rights, examining diverse perspectives on the concept, practice, and implementation of human rights and human rights regimes. Braun.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-12R)

403 Thesis (1-12R)

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

406 Field Studies: [Topic] (1-12R)

407/507 Seminar: [Topic] (1-5R) Special topics in international studies.

408/508 Workshop: [Topic] (1-12R)

409 Practicum: [Topic] (1-12R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

410/510 Experimental Course: [Topic] (1-5R) Recent topics include Africa: Development and Social Change. **R** when topic changes.

420/520 International Community Development (4) Introduction to communitarian theory and grass-roots development practices. Comparison across North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion. Prereq: INTL 240. Galvan, Hindery.

421/521 Gender and International Development (4) Analysis of the changing roles, opportunities, and expectations of third-world women as their societies undergo social upheavals associated with the problematic

effects of development. Prereq: INTL 240. Braun.
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. Prereq: INTL 240. Weiss.

423/523 Development and the Muslim World (4) Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia. Weiss.

431/531 Cross-Cultural Communication (4) Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding. Prereq: INTL 250.

432/532 Indigenous Cultural Survival (4) Explores case studies of global indigenous peoples who are facing cultural survival issues and developing strategies and institutions to deal with this complex process.

433/533 Childhood in Cross-Cultural Perspective (4) Explores the experience of childhood around the world and examines how this experience is shaped by beliefs about who and what children are and by local conditions and contingencies. Carpenter.

434/534 Language Issues for International Studies (4) Explores the influence of language on policy issues in societies around the world relative to nationalism, identity, multilingualism, education, human rights globalization, and language spread and loss. Carpenter.

442/542 South Asia: Development and Social Change (4) Introduction to the vast social changes and development issues confronting the South Asian subcontinent. Weiss.

444/544 Development and Social Change in Southeast Asia (4) Introduction to the region and to the complex social issues facing the peoples of Southeast Asia. Carpenter.

445/545 Development and Social Change in Sub-Saharan Africa (4) Introduces theoretical and practical aspects of development and social change in sub-Saharan Africa, with focus on key issues in African development during the postcolonial era. Braun, Galvan.

446/546 Development and Social Change in Latin America (4) Explores development challenges, debt cycles, urban growth, neoliberalism, populism, socialism, gender, the environment, U.S.-Latin American relations, ecotourism, and drug geographies in the region. Hindery.

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.

448/548 Bollywood's Lens on Indian Society (4) Explores Indian society through film, focusing on critical social issues; depicted vs. the historical reality; and ongoing transformations of social orientations and values.

503 Thesis (1-12R) Prereq: exit project committee's consent.

601 Research: [Topic] (1-12R)

602 Supervised College Teaching (1-5R)

605 Reading and Conference: [Topic] (1-12R)

606 Field Studies: [Topic] (1-12R) Prereq: exit project committee's consent.

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

608 Special Topics: [Topic] (1-12R)

609 Practicum: [Topic] (1-12R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

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

656 Research and Writing in International Studies (1) Focus on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses. Weiss.

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Judaic Studies

Deborah A. Green, Program Director
541-346-5288

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5273 University of Oregon
Eugene OR 97403-5273

http://uoregon.edu/~jdst

Faculty

Judith R. Baskin, Philip H. Knight Professor of Humanities (Judaic studies). BA, 1971, Antioch; PhD, 1976, Yale. (2000)

Federica Francesconi, visiting assistant professor. BA, MA, 1998, Bologna; PhD, 2007, Haifa. (2010)

Deborah A. Green, Greenberg Associate Professor of Hebrew Language and Literature. BA, 1984, Brandeis; MA, 1997, PhD, 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

Monique Balbuena, honors college

Judith R. Baskin (ex officio), Judaic studies

Maram Epstein, East Asian languages and literatures

Daniel K. Falk, religious studies

Deborah A. Green (chair), Judaic studies

Gina Herrmann, Romance languages

Jeffrey S. Librett, German and Scandinavian

David M. Luebke, history

David Wacks, Romance languages

Participating

Michael G. Aronson, English

Monique Balbuena, honors college

Diane B. Baxter, anthropology

Shaul E. Cohen, geography

David A. Frank, honors college

Lisa Freinkel, English

Marion Sherman Goldman, sociology

Evlyn Gould, Romance languages

D. Gantt Gurley, German and Scandinavian

Kenneth I. Helphand, landscape architecture

Gina Herrmann, Romance languages

Mark Levy, music

Jeffrey S. Librett, German and Scandinavian

Jack P. Maddex, history

Judith Raiskin, women's and gender studies

Steven Shankman, English

Carol T. Silverman, anthropology
William Toll, history

David Wacks, Romance languages

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 (BA) degree and a minor. It sponsors courses, lectures, and other events of interest to the general student population and the wider community.

Undergraduate Studies

The Judaic studies program consists of core courses taught under the REL and JDST subject codes and related courses taught in the disciplines of participating faculty members-anthropology, art history, English, geography, German and Scandinavian, history, landscape architecture, music, philosophy, political science, religious studies, Romance languages, sociology, and women's and gender studies.
The focus on central issues in the humanities and the history of Western culture provides a liberal-arts background suitable to careers in a range of professional fields and prepares students for graduate work in Judaic studies or related fields.

Requirements. The major requires 68 credits. The 28 lower-division credits must include the three core courses that cover the development of Judaism and Jewish culture in a chronological sequence (REL 211, JDST 212 and 213). Majors must also take Introduction to the Bible I (REL 222). Majors satisfy the university's foreign language requirement for the bachelor of arts with six terms of biblical Hebrew language and literature (HBRW 111-113, and three from among HBRW 311, 312, 313, and 399).

Upper-division requirements total 40 credits and include seven courses, one of which must concentrate on the American Jewish experience. The remaining courses must focus on significant issues in Judaic studies from the perspective of the instructor's academic discipline. Recently offered courses include Women in Judaism (REL 318), Jewish Writers (ENG 340), Israelis and Palestinians (JDST 340), and American Jewish History (HIST 358). Other approved courses include Film, Media, and History (ENG 380), Geography of Religion (GEOG 446), Sociology of Religion (SOC 461), Philosophy of Religion (PHIL 320), Religious Life in the United States (HIST 359), Themes in German Literature (GER 368), and Europe in the 20th Century (HIST 428). A list of approved courses is available from the program director preceding each term; it also appears in the online class schedule and the program website.

Major Requirements

The major requires a minimum of 68 credits, including six terms of biblical Hebrew language and literature. As many as 4 credits in either Internship (JDST 404) or Practicum (JDST 409 or HBRW 409) may be used to satisfy major requirements.

Lower-Division Requirements	**28 credits**
Biblical Hebrew (HBRW 111, 112, 113)	12
Early Judaism (REL 211)	4
Medieval and Early Modern Judaism (JDST 212)	4
The Jewish Encounter with Modernity (JDST 213)	4
Introduction to the Bible I (REL 222)	4
Upper-Division Requirements	**40 credits**
Three biblical or postbiblical Hebrew literature courses	12
One course in the American Jewish experience	4
Six approved elective courses	24

Honors in Judaic Studies
A degree with honors in Judaic studies requires:

1. Satisfaction of the requirements of the major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis

The candidate for honors must register for 4 credits in Research (JDST 401) winter term of the senior year in order to prepare for writing the thesis, and for 4 credits in Thesis (JDST 403) spring term for its completion. A faculty committee of two supervises the project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft two weeks before the end of the term.

Minor in Judaic Studies

The minor requires 28 credits, including 16 upper-division credits. As many as 4 credits in Internship (JDST 404) or Practicum (JDST 409 or HBRW 409) may be used to satisfy minor requirements.

Students are encouraged to establish a broad context for the Judaic studies minor by taking courses in some area of Western history and culture-e.g., Western Civilization (Hist 101, 102, 103) or courses in religious studies, art history, philosophy, or a combination thereof.

Lower-Division Requirements	**12 credits**
Early Judaism (REL 211)	4
Medieval and Early Modern Judaism (JDST 212)	4
The Jewish Encounter with Modernity (JDST 213)	4

Upper-Division Requirements	**16 credits**
Four courses, one of which must deal with the American Jewish experience	16

Graduate Studies

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. Francesconi.

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. Francesconi.

220 Introduction to Judaism (4) Covers the core elements of Judaism including key rituals, practices, beliefs, and historical events.

320 (M) History of Jewish Art (4) Survey of Jewish art from antiquity to the present; concentrates on synagogues, ceremonial art, manuscripts, and modern artists and cities. Multilisted with ARH 320M.

324 Jewish-Christian Relations through the Ages (4) Study of Jewish-Christian relations from antiquity to the present; concentrates on theological stances, social and political issues, and popular attitudes.

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)

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

415 Senior Project (4)

605 Reading and Conference: [Topic] (1-5R)

Hebrew Courses (HBRW)

111, 112, 113 Biblical Hebrew I,II,III (4,4,4) Prepares students to read biblical and postbiblical Hebrew texts. Emphasis on classical Hebrew grammar, vocabulary, and syntax. Green.

199 Special Studies: [Topic] (1-12R)

311 Biblical Narrative (4R) Readings in extended narrative prose passages from the Hebrew Bible; emphasis on reading, translation, vocabulary formation, and Hebrew syntax. Taught in Hebrew. Prereq: HBRW 113 or equivalent. **R** twice when topic changes. Green.

312 Biblical Poetry (4) Readings in poetic passages from the Hebrew Bible; focus on reading, translation, vocabulary formation, Hebrew syntax, and biblical poetics. Taught in Hebrew. Prereq: HBRW 113 or equivalent. **R** twice when topic changes. Green.

313 Post-Biblical Literature (4) Readings in postbiblical Hebrew texts of various genres from late antiquity and the Middle Ages, including legal writings, narratives, and poetry. Taught in Hebrew. Prereq: HBRW 113 or equivalent. **R** twice when topic changes. Falk, Green.

399 Special Studies: [Topic] (1-12R)

401 Research: [Topic] (1-12R)

402 Supervised College Teaching (1-12R)

403 Thesis (1-12R)

404 Internship: [Topic] (1-12R)

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

406 Special Problems: [Topic] (1-12R)

407 Seminar: [Topic] (1-16R)

408 Colloquium: [Topic] (1-16R)

409 Practicum: [Topic] (1-12R)

410 Experimental Course: [Topic] (1-16R)

.

Latin American Studies

Carlos Aguirre, Program Director
541-346-5905

369 McKenzie Hall

Participating Faculty

Michael B. Aguilera, sociology
Carlos Aguirre, history
Monique Balbuena, honors college
Erin Beck, political science
Mark Carey, honors college
Cecilia Enjuto Rangel, Romance langauges
Juan A. Epple, Romance languages
Linda O. Fuller, women's and gender studies
Leonardo García-Pabón, Romance languages
Spike Gildea, linguistics
Amalia Gladhart, Romance languages
Michael Hames-García, ethnic studies
James Harper, history of art and architecture
Robert S. Haskett, history
Derrick Hindery, international studies
Craig Kauffman, political science
Linda Kintz, English
Kathryn A. Lynch, environmental studies
Galen R. Martin, environmental studies
Gabriela Martinez, journalism and communication
Michelle McKinley, law
Katharine Meehan, geography
Lise Nelson, geography
Priscilla P. Ovalle, English
Amanda W. Powell, Romance languages
Gerardo Sandoval, planning, public policy and management
Irmary Reyes-Santos, ethnic studies
Philip W. Scher, anthropology
Lynn Stephen, anthropology
Analisa Taylor, Romance languages
Alejandro Vallega, philosophy
David J. Vazquez, English
Peter B. Wetherwax, biology
Stephanie Wood, library
Kristin Yarris, international studies
Philip D. Young, anthropology
Reuben Zahler, history

Rocio Zambrana, philosophy

About the Program

The University of Oregon offers a bachelor of arts degree in Latin American studies. A minor in Latin American studies is also available. An emphasis on Latin America is available for master of arts (MA) 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

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog.

Undergraduate Studies

Preparation. High school students who have taken courses in economics, history, political science, or other approaches to international affairs, or who have participated in 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).

Major Requirements

The major in LAS requires a minimum of 48 credits, passed with grades of C- or better or P, distributed as follows:

Required Courses	credits
Introduction to Latin American Studies (LAS 200)	4
Latin American Humanities (LAS 211) or Latin American Social Sciences (LAS 212)	4
Survey of Spanish American Literature (SPAN 318, 319)	8
Two from Latin America (HIST 380, 381, 382)	8
Seminar (LAS 407); in exceptional cases, LAS 407 may be subsitituted with an equivalent seminar focusing on Latin America that is offered by another department or program	4

Elective Courses related to Latin America (20 credits)

Of the total 48 credits required for the Latin American studies major,

- No more than 16 credits may be taken in a single department
- No more than 12 credits may be in lower-division courses
- At least 28 credits must be taken on the Eugene campus
- A maximum of 8 credits may be used in independent studies or internships
- At least 8 credits must be taken in courses covering the pre-1800 period
- As many as 16 credits may be from courses related to Latino studies or studies of Hispanics in the United States
- No more than 8 credits may be taken pass/no pass (P/N)
- At least 8 credits must be taken in social sciences departments other than history (e.g., anthropology, economics, ethnic studies, geography, international studies, political science, or sociology)
- Students are strongly encouraged to study in (or enroll in an internship in) a Latin American country at least for one term

Language Requirements. In addition to the minimum of 48 credits in required and elective courses, all majors are required to demonstrate a third-year level of proficiency in Spanish or Portuguese. This will entail

completing (with a grade of C- or better or P) the basic two years of college-level language courses and taking at least four 300-level courses taught in the respective foreign language (such as SPAN 301, 303, 305, 318, or 319).

Minor Requirements

Students who want to earn a minor in Latin American studies must satisfy the following requirements.

Language

Students must satisfactorily complete, with grades of C- or better or P, two years of college-level Spanish- or Portuguese-language courses.

Language credits may be earned at the University of Oregon through an approved overseas program or transferred from another accredited college or university. As an alternative, students may satisfy the language requirement by examination, demonstrating a level of competence equivalent to two years of college-level Spanish or Portuguese. Students whose native language is either Spanish or Portuguese may substitute equivalent competence in English in lieu of this requirement.

Credits

In addition to the language requirement, students must satisfactorily complete, with grades of C- or better or P, 28 credits of course work in Latin American studies; 8 of those credits must be completed in courses with the LAS subject code. Latin American courses typically have a minimum of 50 percent of content related to Latin America.

Required Courses (8 credits). Introduction to Latin American Studies (LAS 200) and one from Latin American Humanities (LAS 211), Latin American Social Sciences (LAS 212), or Seminar (LAS 407).

Additional Requirements

- 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 20 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 4 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

In Spanish, only upper-division literature and culture courses count toward satisfaction of the 28-credit requirement.

Advising

Students who want a major or a minor in Latin American studies should frequently consult a Latin American studies advisor to determine which courses offered during any given academic year may be applied to requirements for the degree or minor.

Sampling of Courses from Other Departments that Satisfy Major and Minor Requirements

Seminar (407), offered by any department or program, that focuses on Latin America

Anthropology. Native Central Americans (ANTH 433), Native South Americans (ANTH 434)

History. Latin America (HIST 380, 381, 382), Latin America's Indian Peoples (HIST 482), Latin America (HIST 483)

Political Science. Mexican Politics (PS 255), Government and Politics of Latin America I (PS 463)

Spanish. Survey of Spanish American Literature (SPAN 318, 319), Hispanic Literature in the United States (SPAN 328), Colonial Latin American Literature (SPAN 450), 20th-Century Latin American Literature (SPAN 490)
Periodically, other departments and programs such as ethnic studies, geography, history of art and architecture, international studies, sociology, and women's and gender studies offer courses that may satisfy degree and minor requirements.

Graduate Studies

Specialization in Latin American studies at the graduate level is possible in a number of departments in the College of Arts and Sciences. Anthropology, economics, history, international studies, political science, sociology, and Spanish (in the Romance languages department) have faculty members who are competent and interested in the area. It is possible to arrange graduate degree programs in these departments with a concentration in Latin American studies.

Latin American Studies Courses (LAS)

199 Special Studies: [Topic] (1-5R) R twice when the topic changes.
200 Introduction to Latin American Studies (4) Introduction to the history, peoples, and cultures of Latin America and of the Latino population in the U.S.

211 Latin American Humanities: [Topic] (4R) Focuses on the comparative study of Latin American cultural and intellectual traditions. Introduces scholarship in the humanities about Latin American and U.S. Latinos. **R** once for a maximum of 8 credits when topic changes.

212 Latin American Social Sciences: [Topic] (4R) Addresses various issues related to the historical, political, cultural, and economic development of Latin America from a social science perspective. **R** once for a maximum of 8 credits when topic changes.

399 Special Studies: [Topic] (1-5R) R twice when topic changes.

401 Research: [Topic] (1-4R)

403 Thesis: [Topic] (1-4R)

405 Reading and Conference: [Topic] (1-4R)

407 Seminar: [Topic] (4R)

410 Experimental Course: [Topic] (1-5R) R twice when topic changes.

.

Linguistics

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Linguistics Faculty

B. Mokaya Bosire, instructor (Swahili). BA, 1991, MA, 1993, Nairobi; PhD, 2008, State University of New York, Albany. (2012)

Scott DeLancey, professor (phonology, semantics, syntax; Sino-Tibetan and North American languages). BA, 1972, Cornell; PhD, 1980, Indiana. (1982)

Spike Gildea, professor (language description, diachronic syntax, typology, phonology, comparative linguistics, field methods and ethics, ethnobiology; Cariban and other South American languages). BA, 1983, MA, 1989, PhD, 1992, Oregon. (2000)

Vsevolod M. Kapatsinski, assistant professor (psycholinguistics, corpus linguistics, experimental morphology and phonology, language learning in the lab). BA, 2003, MA, 2005, New Mexico; PhD, 2009, Indiana, Bloomington. (2009)

Tyler S. Kendall, assistant professor (sociolinguistics, corpus linguistics, phonetics, language and law). BA, 1998, Cornell; PhD, 2009, Duke. (2010)

Anna Mikhaylova, assistant professor (second-language acquisition, heritage language acquisition and maintenance, bilingualism, sociolinguistics). BA, 1999, Ryazan State; MA, 2003, East Carolina; PhD, 2012, South Carolina. (2012)

Doris L. Payne, professor (morphology, syntax, semantics, discourse; Amerindian and African languages). BS, 1974, Wheaton; MA, 1976, Texas, Arlington; PhD, 1985, California, Los Angeles. (1987)

Eric W. Pederson, associate professor (cognitive and psycholinguistics, language and culture; South Indian languages). BA, 1982, MA, 1985, PhD, 1991, California, Berkeley. On leave 2012-13. (1997)

Melissa Redford, associate professor (phonetics, laboratory phonology, psycholinguistics, cognitive science). BA, 1992, California, Berkeley; MA, 1995, PhD, 1999, Texas, Austin. (2002)

Cynthia M. Vakareliyska, professor (Slavic linguistics). BA, 1973, Princeton; JD, 1976, Columbia; PhD, 1990, Harvard. (1994)

Emeriti

T. Givón, professor emeritus. BSc, 1959, Jerusalem; MS, 1962, MA, 1966, PhD, 1969, California, Los Angeles. (1981)

Russell S. Tomlin, professor emeritus. BA, 1973, Knox; MA, 1975, PhD, 1979, Michigan. (1979)

Participating

Gregory D. Anderson, linguistics

Dare A. Baldwin, psychology

Marjorie S. Barker, linguistics

Robert L. Davis, Romance languages

Carl Falsgraf, Center for Applied Second-Language Studies

Kaori Idemaru, East Asian languages and literatures

Zhuo Jing-Schmidt, East Asian languages and literatures

Mark Johnson, philosophy

Sarah Klinghammer, linguistics

Jeffrey Magoto, Yamada Language Center
Helen Neville, psychology

Thomas E. Payne, linguistics

Philip D. Young, anthropology

American English Institute Faculty

Agnieszka Alboszta, instructor (critical thinking, distance education). BA, 1993, Minnesota, Twin Cities; MA, 2000, California Institute of Integral Studies. (2003)

Pat Bryan, senior instructor (cross-cultural communication, academic advising, experiential learning). BA, 1969, Seton Hill; MA, 1988, Oregon. (1989)

Emily Rine Butler, instructor (conversation analysis, intercultural pragmatics, teacher training); director, sponsored programs. BA, 2001, Boston College; MA, 2004, Columbia; PhD, 2009, Pennsylvania State (2010)

Jill Cargile, instructor (program administration, academic writing, English for specific purposes). BA, 1989, MS, 1992, Georgia State. (2010)

Peggy Dame, senior instructor; coordinator, special programs. BS, 1975, California, Berkeley; MA, 1981, Oregon. (1986)

Thomas Delaney, instructor (Teaching English to speakers of other languages, testing and assessment, differences in language learning); instructional coordinator. BA, 1994, Loyola Marymount; MA, 1998, Monterey Institute of International Studies. (2006)

Charles Dold, instructor (academic reading and writing). BS, 1989, MLS, 1994, MA, 2004, Illinois, Urbana-Champaign. (2012)

Rachel Drummond-Sardell, instructor (technology-enhanced curriculum design, teacher training, assessing listening and speaking). BA, 2003, MEd, 2005, Oregon. (2006)

Robert K. Elliott, instructor, (pronunciation and intonation, international GTF training, distance education). BA, 1988, California, Los Angeles; MA, 1994, San Francisco State. (2007)

Nicole M. Eustice, instructor (English as a second language curriculum design, critical thinking, theoretical and applied phonology). BA, 2000, MA, 2004, Iowa. (2010)

Alison Evans, senior instructor (academic English for international students). BA, 1980, Ohio Wesleyan; MA, 1985, San Francisco State. (1995)

Bruce Evans, instructor (second-language acquisition, learning and cognitive theory, content-based instruction). BS, 1982, Southern Oregon; MEd, 1992, Temple, Japan. (2010)

Alicia R. Going, instructor. BA, 1987, Seattle; MA, 1995, School for International Training. (2003)

Deborah Healey, instructor (computer-assisted language learning, teacher education, English language teaching). BA, 1974, Queen's (Ontario); MA, 1976, PhD, 1993, Oregon. (2009)

Char Heitman, senior instructor (teacher training, cross-cultural communication, oral skills and fluency). BA, 1988, Northern Iowa; MA, 1993, Iowa. (1997)

Sherie Henderson, instructor (critical thinking, best practices). BA, 1973, Southern Oregon College; AB, 1978, Prairie Bible College; MEd, 2001, Regent. (2012)

Deanna Hochstein, senior instructor (intercultural communication, academic writing, critical thinking). BA, 1973, Oregon State; MA, 1978, Oregon. (1979)

Laura G. Holland, instructor (intensive English-language teaching, teacher training, online distance education). BS, 1981, Wheelock College; MA, 1991, Columbia. (2010)

Britt Johnson, instructor (English as a second language reading, writing, grammar; curriculum; faculty community of practice). BA, 1992, Colorado. (2012)

Cynthia L. Kieffer, senior instructor (teacher training, curriculum review, distance education). BA, 1972, Washington State; MS, 1975, State University of New York, College at Buffalo. (1979)

Sydney Kinnaman, senior instructor (developmental reading, Test of English as a Foreign Language preparation, academic English); coordinator, tutor program. BA, 1979, Idaho; MA, 1982, Washington State, MA 1986, Oregon. (1983)

Marvin LeNoue, instructor (academic writing, technology-enhanced curriculum design and delivery, training program design). BA, 1993, Portland State; MA, 2000, Hawaii, Manoa. (2010)

Leslie Opp-Beckman, senior instructor; coordinator, distance education. BA, 1979, MA, 1989, PhD, 2007,

Oregon. (1995)
Patricia Pashby, senior instructor (second-language teaching, teacher training, vocabulary acquisition); coordinator, international graduate teaching fellow program. BA, 1987, MA, 1990, San Francisco State; EdD, 2002, San Francisco. (2001)

Cathryn Phelps, instructor (English for specific purposes: business; English for academic purposes: writing). BA, 1971, MAT, 1978, Georgia State; MA, 1991, Brigham Young. (2004)

Lara M. Ravitch, instructor (curriculum design, assessment, content-based instruction). BA, 1998, Connecticut College; MA, 2002, Monterey Institute of International Studies. (2011)

Jennifer Rice, instructor (English as a second language oral-aural skills, curriculum and materials design, objectives-based course assessment). BS, 2000, Ashland; MA, 2002, Western Oregon. (2010)

Korey Rice, instructor (discussion skills assessment, curriculum development). BA, 1999, Ashland; MS, 2004, Shenandoah. (2004)

Robin Rogers, instructor (curriculum development, materials writing, assessment procedures). BS, 2001, George Fox; MA, 2006, Seattle Pacific. (2010)

Janine Sepulveda, instructor (reading, writing, grammar). BA, 1991, Oregon; MA, 1995, Monterey Institute of International Studies. (1995)

Donna Shaw, instructor (academic reading and writing, curriculum design, distance education). BA, 1993, MS, 1996, EdM, 1997, PhD, 2009, Oregon State. (2010)

Thomas Tasker, instructor (academic reading and writing, curriculum development). MA, 1992, Illinois, Chicago. (2013)

Bonny Tibbitts, instructor (language learning and critical thinking, vocabulary acquisition, academic reading). BA, 1981, MA, 1987, Oregon. (2000)

Jodi Weber, instructor (academic English for international students). BA, 1976, MA, 1991, Saint Michael's College. (2010)

Kay Westerfield, senior instructor (English for specific purposes, international business communication, cross-cultural communication); codirector, International Business Communication Program; coordinator, business English programs. BA, 1974, Iowa State; EdM, 1981, Boston. (1983)

Keli D. Yerian, instructor (discourse analysis, cross-cultural communication, teacher training); director, language teaching specialization. BA, 1991, North Carolina, Chapel Hill; MS, 1994, PhD, 2000, Georgetown. (2007)

Belinda Young-Davy, instructor. BS, 1986, Polytechnic Institute of New York; MA, 1992, PhD, 2000, Oregon. (1998)

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

About the Department

The Department of Linguistics offers instruction leading to a bachelor of arts (BA), a master of arts (MA), and a doctor of philosophy (PhD) degree in linguistics. The interests of its faculty are in the documentation, preservation, and revitalization of endangered languages; historical linguistics; laboratory phonology; language acquisition and learning; language variation and change; morphosyntax; semantics; Slavic linguistics; sociolinguistics; and typology.

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning, it verges on logic and philosophy. As a computational system, it relates to computer science and language-data processing. As a repository of one's cultural worldview, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation, it is important for education. As an expressive medium, it is the crux of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.
The BA 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 advisors 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 Linguistics Analysis (LING 301)	4
Sociolinguistics (LING 491)	4
Phonetics (LING 411)	4
Morphology and Syntax (LING 435)	4
Introduction to Phonology (LING 450)	4
Functional Syntax I,II (LING 451, 452)	8
Historical and Comparative Linguistics (LING 460) or equivalent	4

3. At least 12 additional credits selected from linguistics courses (excluding 100-level courses and LING 440) or from courses in other departments listed as relevant to linguistics. At least 6 of these must be upper-division credits, including at least one undergraduate Seminar (LING 407) or a comparable course approved by a departmental advisor

4. Courses applied to the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major

5. The study program of undergraduate linguistics majors must be approved by a departmental undergraduate advisor

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 advisor from the linguistics faculty, chosen in consultation with the undergraduate advisor. The thesis must be a substantial piece of work; it may be a revised and expanded term paper. The thesis advisor determines whether the thesis is acceptable; the student is required to register for at least 6 credits in Thesis (LING 403), taken pass/no pass, over the course of at least two terms.

Upon fulfilling these requirements, the candidate is approved to receive a BA 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 advisor to pursue an alternative program of study.

Minor Requirements	**28 credits**

Introduction to Linguistics Analysis (LING 301)	4
Morphology and Syntax (LING 435)	4
Two courses chosen from Languages of the World (LING 211), Language and Society in the United States (LING 296), Language and Cognition (LING 396) or other elective courses as approved by an advisor	8
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Functional Syntax I (LING 451)	4

Certificate in Second-Language Acquisition and Teaching
In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate complements any other major.

To earn a certificate, the student must complete an approved set of courses (with a grade of C- or better) in consultation with the certificate advisor, including 12 approved credits in second-language acquisition theory and language-teaching methodology; 12 approved credits in linguistic description of a target language; 2 to 4 credits in practicum, internship, or supervised tutoring; and college-level second-language study (two years of a second language if the certificate target language is English; three years if the target language is Chinese, French, German, Japanese, Russian, or Spanish).

Graduate Studies

Solid preparation in linguistics is indispensable to any specialization at the graduate level. Although the courses deal with a variety of linguistic topics, three facets of linguistics are strongly emphasized in the graduate program:

1. A pragmatic approach to the study of language structure and use, variation and change, and acquisition and learning
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 regularly with the departmental director of graduate studies. In addition, students are assigned a faculty member to advise them in the areas of their academic interest. The faculty reviews the performance of each graduate student at the end of each academic term. In case a student falls below what the faculty considers minimal standards of performance, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Master of Arts

For those who intend to complete the PhD, the MA is not necessary and may delay completion of the advanced degree. While not necessary, the option of completing a terminal theoretical MA may be appropriate for some whose goals are, for example, professional work in a language community. Prospective students who are unsure which program would be appropriate are encouraged to consult with the department's director of graduate studies.

Prerequisites. Students may be required to pass with grades of B- or better certain prerequisite courses, typically an introductory course in linguistics.

Degree Requirements

The master's degree requires 48 graduate-level credits: 28 in specified core courses and 20 in additional elective courses. No course with a grade lower than B- may be used to satisfy degree requirements.

Core Courses	**28 credits**

Introduction to Phonology (LING 550)	4
Functional Syntax I,II (LING 551, 552)	8
One approved Seminar (LING 507 or 607)	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 MA. Students should select electives in consultation with the department' s director of graduate studies and the student's faculty advisor.
Second-Language Requirement. Candidates for the MA must demonstrate proficiency equivalent to two years of college-level study of a second language during the seven years before graduation.

MA Thesis or Substitute. Students in good standing may form an MA 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 MA 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 director of graduate studies.

Specialization in Language Teaching

The specialization in language teaching requires a background in basic linguistics and courses specifically designed for second-language teaching preparation.

Prerequisites. Students should have a BS or BA degree in linguistics or a related field.

Degree Requirements. This specialization requires 53 credits of course work and 7 credits for the final project. Only graded courses may be used to satisfy degree requirements. Exceptions must be approved by the department. No course with a grade lower than B- may be used to satisfy degree requirements.

Required Courses	**credits**
One seminar chosen in consultation with an advisor	4
Teaching English Culture and Literature (LT 528)	4
Second-Language Teaching Methods (LT 535)	4
Second-Language Teaching Planning (LT 536)	4
Second-Language Teaching Practice (LT 537)	4
Linguistic Principles and Second Language Acquisition (LING 540)	4
Teaching English Pronunciation (LT 541)	4
Curriculum and Materials Development (LT 548)	4
Testing and Assessment (LT 549)	4
English Grammar (LING 594)	4
Workshop: Computer-Assisted Language Learning (LT 608), two terms	2
Workshop: Language Teaching Specialization Orientation (LT 608)	1
Terminal Project (LT 611), two terms	7-8
Comparative Education (EDLD 630) or an alternate, approved course in a related area	3-4

Electives. Students working toward an MA degree with the language teaching specialization must take an additional 5 credits of elective course work. Students who have already taken any of the required courses or their equivalents should replace them with elective course work in consultation with their advisor.

Terminal Project. Students working toward an MA degree with the language-teaching specialization must

complete a terminal project over two consecutive terms. The project topic must be approved by the faculty advisor, and be presented in an LT 611 class session during the final term.

Doctor of Philosophy

The doctor of philosophy (PhD) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields at the university. These fields may include-but are not limited to-anthropological linguistics, cognitive science, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, and sociolinguistics.

Residency Requirement. The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

Doctoral Advisor. The department head appoints a doctoral advisor for each student upon admission to the PhD program.

Second-Year Review. By the end of a doctoral student's second year, he or she shall be given a review by members of the linguistics faculty. Materials submitted for this review must include the following:

- A research plan for the next years of course work, qualifying papers, and any other details worked out in consultation with the student's advisor
- Written evidence of scholarly potential. For example, a student may provide a substantive term paper or revision of a term paper that demonstrates excellence of original research. A student's linguistics master's thesis can fulfill this requirement

Following review of these materials, the reviewing faculty decides either to accept or deny the student for continued study in the PhD program. In some cases, a probation year may be granted for a student's third year of study; the review process is repeated at the end of the third year with an accept outcome the only possibilty for continued study.

Doctoral Examination and Advancement to Candidacy. The examination is designed to prove the student's competence as a professional linguist, and consists of two original publishable papers of substantial length and quality in different subfields of linguistics.

An unmodified MA thesis cannot serve as one of the qualifying papers. A separate committee of three faculty members will be appointed by the department head or representative to referee each paper, including the student's advisor, who sits on both committees. Upon documented completion of both papers, the language requirement, and all required course work, the student is advanced to candidacy.

Doctoral Dissertation. A doctoral committee must include at least three linguistics faculty members and one outside member, and must be either chaired or cochaired by the student's doctoral advisor in linguistics. A dissertation prospectus must be submitted to and approved by the doctoral committee before the writing of the dissertation commences. The PhD will be granted upon completion of the preceding requirements, the writing of an original dissertation acceptable to the doctoral committee, and an oral examination on the dissertation.

Required Courses. Students must complete at least 32 graduate credits at the University of Oregon after commencing the PhD program. The course work must be approved by their doctoral advisor. Even those students who have already earned an MA degree are typically expected to complete all of the MA degree requirements at Oregon as part of the normal progress toward the PhD.

The required courses for the PhD degree are

1. Linguistic Theory: Phonology (LING 614), Linguistic Theory: Syntax (LING 615), and Linguistic Theory: Semantics (LING 616)
2. two from LING 507, LING 607, or equivalent seminar courses
3. the sequence of courses in either field methods (LING 617, 618, 619), quantitative methods, or philological methods, or a combination of courses from two of these areas

For each student, the specific course requirements in (2) and (3) are to be determined by the student's advisor and the department's director of graduate studies, as are all other courses required for the PhD. No course with a grade lower than B- may be used to satisfy degree requirements. Candidates for the PhD must demonstrate proficiency equivalent to two years of college-level study of a second language and either proficiency equivalent

to one year in a third research-related language, or proficiency in programming or statistics in order to be advanced to candidacy.

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.

American English Institute

The American English Institute offers several English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting: the Intensive English Program, the Academic English for International Students program, the International Graduate Teaching Fellow program, the online Distance Education program, and special short-term programs.

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language. Classes begin in September, January, March, and June.

Intensive English Program. This program consists of a basic seven-level curriculum and an elective curriculum.

The basic seven-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition.

The elective curriculum consists of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I and II, Business English, Pronunciation, and Academic Vocabulary.

Other services and facilities, including an audio-digital laboratory and a Macintosh computer laboratory, help students develop English proficiency. Advanced students may enroll, with approval from the institute, in one regular university course. Trained and supervised tutors help students with course work, conversation, listening, reading, composition, and pronunciation.

Academic English for International Students. This program is offered to matriculated students who have scored between 500 and 575 on TOEFL (between 173 and 233 on the computer-based TOEFL, between 61 and 88 on the Internet-based TOEFL, below 7.0 on the International English Language Testing System [IELTS] examination) or request additional training in English as a second language for academic work. Courses are offered in listening, speaking, reading and vocabulary, and writing. A placement test is required before registering. These courses earn university credit and are taken at the same time as other university course work. Information about this program is available from the institute office and the Office of International Affairs.

International Graduate Teaching Fellow Program. English courses are offered to international teaching assistants who need or want help in improving English for use in the classroom. Courses are offered to improve listening and speaking abilities, pronunciation, and university-level teaching and classroom interaction skills. Information about this program is available from the institute office, International Affairs, and the Graduate School.

Distance Education. The institute offers several online distance education courses and video conferencing workshops in language-teacher training. Specialized distance courses can also be designed upon request.

Short-Term Programs. The institute designs and teaches short-term programs for groups of students. Programs may target areas of interest such as business, university preparation, American language and culture, or second-language teaching methodology.

Student Services. The institute's services for students in the intensive and short-term programs include host families, an academic advisor, an extensive orientation program before classes begin, and planned activities in Eugene and Oregon.

Admission Procedures. The institute's Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study at the institute. Students are advised to study English for a minimum of six months prior to admission. To apply, submit the following materials:

1. An American English Institute application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $110

Admission to the Intensive English Program does not imply admission to any other school or program at the University of Oregon. Inquiries about admission should be directed to the institute's admissions coordinator.

Linguistics Courses (LING)

101 Introduction to Language (4) Nontechnical introduction to language. Issues of general concern such as language attitudes; language and legislation, nationalism, gender; language learning; and human language versus animal communication.

150 Structure of English Words (4) Word structure and derivation in English Greek- and Latin-derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon; prefixes, suffixes, and morphology.

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

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

199 Special Studies: [Topic] (1-5R)

201 Language and Power (4) Explores the nature of language, dialects, accents, and multilingualism, and relates these to issues of political, educational, and other forms of social power. Gildea.

211 Languages of the World (4) Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location. DeLancey.

294 Child Language (4) Systematic survey of language structure and representation presented through the lens of language acquisition. Sounds, words, phrases, discourse, and pragmatics in typically and atypically developing children. Redford.

295 Language, Culture, and Society (4) Ways in which language reflects culture and in turn determines cultural worldview, interaction between language and social structure, social relations and interpersonal communication. Kendall.

296 Language and Society in the United States (4) English and non-English language diversity in the U.S., including regional varieties, African American English, Latino English. Explores language and social structure, policy, and educational issues. Kendall.

301 Introduction to Linguistics Analysis (4) Study of human language and linguistics as a scientific and humanistic discipline. Lexicon, phonology, syntax, semantics, language change. Basic analytic techniques for drawing linguistic generalizations.

331 African Languages: Identity, Ethnicity, History (4) Introduction to the role of languages in understanding African identities, cultures, and migrations. Major language families, linguistic diversity, multilingualism, and historical change in African languages. Prereq: WR 121 passed with a grade of C- or better. Payne.

396 Language and Cognition (4) How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory; language comprehension and production. Kapatsinski, Pederson.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, language family structures.

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring (1-21R)

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

411/511 Phonetics (4) The articulatory and acoustic basis for understanding the production and perception of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 301 passed with a grade of C- or better. Kendall, Redford.

415/515 Semantics (4) Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics. Prereq: LING 301 passed with a grade of C- or better. DeLancey, Kapatsinski, Pederson.

423/523 Fieldwork Methods and Ethics (4) Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field. Gildea, Payne, Pederson.

432/532 Pathology of Language (4) Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective. Prereq: CDS 210 or LING 301 passed with a grade of C- or better. Vakareliyska.

435/535 Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data, with introduction to typological and theoretical issues in morphology. Prereq: LING 301 passed with a grade of C- or better. DeLancey, Gildea, Payne, Vakareliyska.

440/540 Linguistic Principles and Second-Language Learning (4) Introduction to how languages are learned; underlying human-language principles. Special attention to learning issues that classroom teachers need to address. Students cannot receive credit for both LING 440/540 and 444/544. Gildea, Mikhaylova.

444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/540 and 444/544. Prereq: LING 301 passed with a grade of C- or better. Mikhaylova.

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, phonological processes operating at the segmental and suprasegmental levels. Prereq: LING 411 passed with a grade of C- or better. Kapatsinski, Redford.

451/551 Functional Syntax I (4) Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 435 passed with a grade of C- or better. DeLancey, Gildea, Payne, Vakareliyska.

452/552 Functional Syntax II (4) Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivization and detransitivization. Prereq: LING 451 passed with a grade of C- or better. DeLancey, Gildea, Payne, Vakareliyska.

460/560 Historical and Comparative Linguistics (4) Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages. Prereq: LING 450/550. DeLancey, Vakareliyska.

491/591 Sociolinguistics (4) Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism. Prereq: LING 301. *Students may not receive credit for both LING 390 and 491/591.* Kendall.

494/594 English Grammar (4) Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

495/595 Language and Gender (4) An objective investigation of differences between women's and men's use of language on all linguistic levels, including phonetics, phonology, morphology, semantics, syntax, and discourse. Prereq: LING 301 passed with a grade of C- or better. Vakareliyska.

503 Thesis (1-16R)

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

602 Supervised Teaching (1-5R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics. Prereq: LING 450/550, 452/552.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (3) Prereq: LT 445/545 or equivalent. **R** twice for a maximum of 9 credits.

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

614 Linguistic Theory: Phonology (4) Detailed investigation of phonological theory with emphasis on experimental evidence. Topics may include sound systems and their typology, morphophonology, and the acquisition of phonological structures. Prereq: LING 450/550. Kapatsinski, Redford.

615 Linguistic Theory: Syntax (4) Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description. Prereq: LING 452/552. DeLancey, Gildea, Payne.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 415/515. DeLancey, Pederson.

617, 618, 619 Field Methods I,II,III (5,5,5) Supervised linguistics fieldwork with language speakers, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Prereq: LING 450/550, 452/552. DeLancey, Gildea, Payne, Pederson.
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. Kapatsinski, Kendall, Redford.

644 Advanced Second-Language Acquisition (4) Characterization of major theoretical frameworks from which to view second-language acquisition issues and research paradigms associated with each framework. Prereq: LING 444/544.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, 460/560 or equivalent. DeLancey, Gildea, Mikhaylova, Vakareliyska.

Academic English for International Students Courses (AEIS)

Prereq for AEIS 101, 102, 107, 110: TOEFL score of 500-574, English-proficiency examination administered by UO Testing Office.

101 Introductory Academic Oral Communication (4) Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, videos, and lectures. Sequence with AEIS 102. Pre- or coreq: placement test.

102 Advanced Academic Oral Communication (4) Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, and presentations. Sequence with AEIS 101. Pre- or coreq: placement test or AEIS 101 with a grade of C- or better.

107 Reading Academic Discourse (4) Focuses on interactive reading of academic text, building reading strategies for better comprehension, speed, and confidence, and developing critical reading skills. Sequence with AEIS 108. Prereq: Accuplacer Reading Comprehension Test score of 59 or below.

108 Advanced Reading Academic Discourse (4) Focuses on interactive reading of academic text, reading strategies for better comprehension, speed, and confidence, and further development of critical, interpretive and evaluative reading. Sequence with AEIS 107. Prereq: AEIS 107 or Accuplacer Reading Comprehension Test score of 60-79.

110 Introductory Academic Writing (4) Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context.

111 Intermediate Academic Writing (4) Intermediate writing for nonnative speakers of English. Critical analysis of literary readings leading to summary, paraphrase, essay-examination responses, and expository essays. Prereq: AEIS 110 or English-proficiency examination administered by UO Testing Office.

112 Advanced Academic Writing (4) Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Prereq: AEIS 111 or English-proficiency examination administered by UO Testing Office.

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

Language Teaching Courses (LT)

199 Special Studies: [Topic] (1-5R) Various self-study languages offered through the Yamada Language Center. **R** when topic changes.

399 Special Studies: [Topic] (1-5R)

405 Reading and Conference: [Topic] (1-12R) R four times for a maximum of 16 credits.

407/507 Seminar: [Topic] (1-5R) R twice for a maximum of 8 credits.

409 Supervised Tutoring (1-4R) R twice for a maximum of 8 credits.

410/510 Experimental Course: [Topic] (1-8R) R twice for a maximum of 8 credits.

428/528 Teaching English Culture and Literature (4) The interaction between language and culture as it relates to second-language teaching. Application to the teaching of literature.

435/535 Second-Language Teaching Methods (4) Approaches and methods in teaching second languages. Theoretical and pedagogical principles of language teaching, including a focus on language skills. Sequence with LT 436/536, 437/537. Prereq: LING 440/540.

436/536 Second-Language Teaching Planning (4) Application of teaching principles and practices in teaching instruction. Practical techniques for developing skills in listening, speaking, reading, and writing second

languages. Sequence with LT 435/535, 437/537. Prereq: LING 440 or 444; LT 435 with a C- or better; prereq for 536: LING 540 or 544; LT 535 with a B- or better.

437/537 Second-Language Teaching Practice (4) Intensive workshop and practice in language instruction. Team-teaching of weekly English as a spoken language course including designing activities and creating materials. Sequence with LT 435/535, 436/536. Pre- or coreq: LT 436/536.

441/541 Teaching English Pronunciation (4) Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

448/548 Curriculum and Materials Development (4) Introduction to elements of curriculum design and related materials development. Development and implementation of language curriculum. Practical application. Prereq: LT 436/536.

449/549 Testing and Assessment (4) Principles and types of language testing; focuses on classroom testing, test design and integration into the curriculum, and test planning for teaching situations. Prereq for 449: LT 448 passed with a grade of C- or better; prereq for 549: LT 448 or 548 passed with a grade of B- or better.

605 Reading and Conference: [Topic] (1-9R) R five times for a maximum of 21 credits.

607 Seminar: [Topic] (1-5R) R five times for a maximum of 16 credits.

608 Workshop: [Topic] (1-5R) R five times for a maximum of 16 credits.

609 Supervised Tutoring (1-4R) R twice for a maximum of 8 credits.

610 Experimental Course: [Topic] (1-5R) R twice for a maximum of 8 credits.

611 Master's Project (1-7R) Two-term course. Individual projects. Weekly group sessions provide guidance. **R** once times for a maximum of 7 credits.

629 Foundations in Language Theory (4) Provides a foundation in linguistic theory, sociolinguistics, and language acquisition for teachers assisting language-minority students.

Swahili Courses (SWAH)

101, 102, 103 First-Year Swahili (5,5,5) Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence.

201, 202, 203 Second-Year Swahili (5,5,5) Continued development of Swahili language skills with emphasis on African culture. Sequence. Prereq for 201: SWAH 103 or equivalent.

301 Advanced Swahili (5) Explores the noun class system, nominalization, styles in language use, genres, and literary devices; vowel system including vowel extensions; idioms; specialized language. Sequence with 302, 303. Prereq: SWAH 203 or equivalent.

302 Contemporary Swahili Literature (5) Survey of popular modern Swahili literature including the novel, the play, and Ushairi poetry. Sequence with 301, 303. Prereq: SWAH 301 or equivalent.

303 Language and Culture: Swahili Nation (5) Critical look at the origins, development, and expansion of Swahili including its sociology, use, and importance in the modern Swahili nation. Sequence with 301, 302. Prereq: SWAH 302.

399 Special Studies: [Topic] (1-5R)

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Mathematics

Hal Sadofsky, Department Head
541-346-4705

218 Fenton Hall
1222 University of Oregon
Eugene OR 97403-1222

Faculty

Arkadiy D. Berenstein, professor (quantum groups, representation theory). MS, 1988, Moscow Transport Institute; PhD, 1996, Northeastern. (2000)

Boris Botvinnik, professor (algebraic topology). MS, 1978, Novosibirsk State; PhD, 1984, USSR Academy of Sciences, Novosibirsk. (1993)

Marcin Bownik, associate professor (harmonic analysis, wavelets). Magister, 1995, Warsaw, Poland; MA, 1997, PhD, 2000, Washington (St. Louis). (2003)

Jonathan Brundan, professor (Lie theory, representation theory). BA, 1992, Queens College, Cambridge; PhD, 1996, University of London. (1997)

Daniel K. Dugger, associate professor (algebraic topology and geometry, K-theory, commutative algebra). BA, 1994, Michigan, Ann Arbor; PhD, 1999, Massachusetts Institute of Technology. (2004)

Peter B. Gilkey, professor (global analysis, differential geometry). BS, MA, 1967, Yale; PhD, 1972, Harvard. (1981)

Hayden Harker, instructor. BA, 1995, Oberlin College; MS, 2000, PhD, 2005, Oregon. (2011)

Weiyong He, assistant professor (differential geometry, geometric analysis and partial differential equations). MS, 2004, Science and Technology of China; PhD, 2007, Wisconsin, Madison. (2009)

Fred Hervert, senior instructor. BA, 1983, MS, 1987, Northeastern Illinois. (1999)

James A. Isenberg, professor (mathematical physics, differential geometry, nonlinear partial differential equations). AB, 1973, Princeton; PhD, 1979, Maryland. (1982)

Alexander S. Kleshchev, professor (algebra, representation theory). BS, MS, 1988, Moscow State; PhD, 1993, Institute of Mathematics, Academy of Sciences of Belarus, Minsk. (1995)

David A. Levin, associate professor (probability theory and stochastic processes). BS, 1993, Chicago; MA, 1995, PhD, 1999, California, Berkeley. (2006)

Huaxin Lin, professor (functional analysis). BA, 1980, East China Normal, Shanghai; MS, 1984, PhD, 1986, Purdue. (1995)

Peng Lu, professor (differential geometry, geometric analysis). BSc, 1985, Nanjing; MSc, 1988, Nanki Mathematics Institute; PhD, 1996, State University of New York, Stony Brook. (2002)

Jean B. Nganou, instructor (finite dimensional division algebras). MS, 2001, Yaoundé I; PhD, 2009, New Mexico State. (2009)

Victor V. Ostrik, associate professor (representation theory). MS, 1995, PhD, 1999, Moscow State. (2003)

N. Christopher Phillips, professor (functional analysis). AB, 1978, MA, 1980, PhD, 1984, California, Berkeley. (1990)

Alexander Polishchuk, professor (algebraic geometry). MS, 1993, Moscow State; PhD, 1996, Harvard. (2003)

Michael R. Price, senior instructor; assistant department head. BS, 2003, MS, 2005, Oregon. (2006)

Nicholas J. Proudfoot, associate professor (algebraic geometry, combinatorics, topological groups). AB, 2000, Harvard; PhD, 2004, California, Berkeley. (2007)

Hal Sadofsky, associate professor (algebraic topology, homotopy theory). BS, 1984, Rochester; PhD, 1990, Massachusetts Institute of Technology. (1995)

Brad S. Shelton, professor (Lie groups, harmonic analysis, representations). BA, 1976, Arizona; MS, PhD, 1982, Washington (Seattle). (1985)

Christopher D. Sinclair, associate professor (random matrix theory, number theory). BS, 1997, Arizona; PhD, 2005, Texas, Austin. (2009)

Dev P. Sinha, associate professor (algebraic and differential topology). BS, 1993, Massachusetts Institute of Technology; PhD, 1997, Stanford. (2001)
Bartlomiej A. Siudeja, assistant professor (probability, differential equations). MS, 2003, Wroclaw University of Technology; PhD, 2008, Purdue, West Lafayette. (2011)

Craig Tingey, senior instructor. BA, BS, 1989, MS, 1991, Utah. (2001)

Arkady Vaintrob, associate professor (algebraic geometry, Lie theory and representation theory, mathematical physics). BA, 1976, Moscow Institute of Railway Engineering; MS, 1979, PhD, 1987, Moscow State. (2000)

Vadim Vologodski, associate professor (algebraic geometry, number theory). MS, 1996, Independent University of Moscow; PhD, 2001, Harvard. (2009)

Hao Wang, associate professor (mathematics of finance, probability, statistics). BS, 1980, MS, 1985, Wuhan (China); PhD, 1995, Carleton (Canada). (2000)

Micah Warren, assistant professor (geometric analysis). BS, 2000, Pacific Lutheran; MS, 2006, PhD, 2008, Washington (Seattle). (2012)

Yuan Xu, professor (numerical analysis). BS, 1982, Northwestern (China); MS, 1984, Beijing Institute of Aeronautics and Astronautics; PhD, 1988, Temple. (1992)

Benjamin Young, assistant professor (combinatorics). BS, 2001, MS, 2002, Carleton; PhD, 2008, British Columbia. (2012)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). MA, 1963, PhD, 1966, Leningrad. (1980)

Courtesy

Robert M. Solovay, courtesy professor (quantum computation, logic). MS, 1960, PhD, 1964, Chicago. (1990)

Emeriti

Frank W. Anderson, professor emeritus. BA, 1951, MS, 1952, PhD, 1954, Iowa. (1957)

Fred C. Andrews, professor emeritus. BS, 1946, MS, 1948, Washington (Seattle); PhD, 1953, California, Berkeley. (1957)

Bruce A. Barnes, professor emeritus. BA, 1960, Dartmouth; PhD, 1964, Cornell. (1966)

Richard B. Barrar, professor emeritus. BS, 1947, MS, 1948, PhD, 1952, Michigan. (1967)

Glenn T. Beelman, senior instructor emeritus. BS, 1938, South Dakota State; AM, 1962, George Washington. (1966)

Charles W. Curtis, professor emeritus. BA, 1947, Bowdoin; MA, 1948, PhD, 1951, Yale. (1963)

Micheal N. Dyer, professor emeritus. BA, 1960, Rice; PhD, 1965, California, Los Angeles. (1967)

Robert S. Freeman, associate professor emeritus. BAE., 1947, New York University; PhD, 1958, California, Berkeley. (1967)

William M. Kantor, professor emeritus. BS, 1964, Brooklyn; MA, 1965, PhD, 1968, Wisconsin, Madison. (1971)

Richard M. Koch, professor emeritus. BA, 1961, Harvard; PhD, 1964, Princeton. (1966)

John V. Leahy, professor emeritus. PhD, 1965, Pennsylvania. (1966)

Shlomo Libeskind, professor emeritus. BS, 1962, MS, 1965, Technion-Israel Institute of Technology; PhD, 1971, Wisconsin, Madison. (1986)

Theodore W. Palmer, professor emeritus. BA, 1958, MA, 1958, Johns Hopkins; AM, 1959, PhD, 1966, Harvard. (1970)

Kenneth A. Ross, professor emeritus. BS, 1956, Utah; MS, 1958, PhD, 1960, Washington (Seattle). (1964)

Gary M. Seitz, professor emeritus. AB, 1964, MA, 1965, California, Berkeley; PhD, 1968, Oregon. (1970)

Allan J. Sieradski, professor emeritus. BS, 1962, Dayton; MS, 1964, PhD, 1967, Michigan. (1967)

Stuart Thomas, senior instructor emeritus. AB, 1965, California State, Long Beach; MA, 1967, California, Berkeley. (1990)

Donald R. Truax, professor emeritus. BS, 1951, MS, 1953, Washington (Seattle); PhD, 1955, Stanford. (1959)

Marie A. Vitulli, professor emerita. BA, 1971, Rochester; MA, 1973, PhD, 1976, Pennsylvania. (1976)

Marion I. Walter, professor emerita. BA, 1950, Hunter; MS, 1954, New York University; DEd, 1967, Harvard.

(1977)
Lewis E. Ward Jr., professor emeritus. AB, 1949, California, Berkeley; MS, 1951, PhD, 1953, Tulane. (1959)

Jerry M. Wolfe, associate professor emeritus. BS, 1966, Oregon State; MA, 1969, PhD, 1972, Washington (Seattle). (1970)

Charles R. B. Wright, professor emeritus. BA, 1956, MA, 1957, Nebraska; PhD, 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 and the Mathematics Library are housed in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library. The Hilbert Space, an undergraduate mathematics center, is in Deady Hall.

Awards and Prizes

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term.

The Anderson Award, endowed by Frank W. Anderson, honors an advanced graduate student with the department's most outstanding teaching record.

The Jack and Peggy Borsting Award for Scholastic Achievement in Graduate Mathematics is awarded to either a graduating or continuing graduate student.

The Curtis Scholarship, endowed by Charles W. and Elizabeth H. Curtis, honors a continuing undergraduate student who has shown outstanding achievement in mathematics.

The DeCou Prize, which honors a former long-time department head, E. E. DeCou, and his son, E. J. DeCou, is awarded annually to the outstanding graduating senior with a mathematics major.

The Juilfs Scholarship, in honor of Erwin and Gertrude Juilfs, is awarded to one or more students who show exceptional promise for achievement as evidenced by GPA, originality of research, or other applicable criteria.

The Stevenson Prize, funded by Donald W. and Jean Stevenson, is awarded annually to the outstanding senior graduating with a precollege-teaching option.

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; MATH 307. The 100-level courses present important mathematical ideas in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses

Beginning and transfer students must take a placement examination before enrolling in their first UO mathematics course; the examination is given during each registration period. Students who transfer credit for

calculus to the university are excused from the examination.
To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of C- or better or P.

Students cannot receive credit for a course that is a prerequisite to a course they have already taken. For example, a student with credit in Calculus for Business and Social Science I (MATH 241) cannot later receive credit for College Algebra (MATH 111). For more information about credit restrictions, contact a mathematics advisor.

Bridge Requirement

Most upper-division courses include mathematical proof as a significant element. To prepare for this, students must satisfy the bridge requirement as a prerequisite to taking any 300- or 400-level course.

The bridge requirement is one of the following:

1. Introduction to Proof (MATH 307)
2. Elements of Discrete Mathematics I and II (MATH 231, 232)
3. Calculus with Theory I and II (MATH 261, 262)

Note that this affects all majors because the bridge requirement must be satisfied before taking Elementary Analysis (MATH 315).

Program Planning

Calculus Sequences. The department offers four calculus sequences. Students need to consult an advisor 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. Calculus with Theory 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 comparable 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, and should also satisfy the bridge requirement in their freshman year, if possible.

In the sophomore year, majors often take MATH 256, 281, 282, or MATH 315, 341, 342. Students interested in a physical science typically take the first sequence, while students in pure mathematics or in computer and information science find the second more appropriate. The sequences can be taken simultaneously, but it is possible to graduate in four years without taking both at once.

In the junior and senior years, students often take two mathematics courses a term, finishing MATH 256, 281, 282 or MATH 315, 341, 342 and completing the four required upper-division courses.

Students who are considering graduate school in mathematics should take at least one or two of the pure math sequences, MATH 413-415, 444-446, or 431-433. The choice merits discussion with an advisor.

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 advisor.

Upper-division courses used to satisfy major requirements must be taken for letter grades, and only one D grade (D+ or D or D-) may be counted toward the upper-division requirement. At least 12 credits in upper-division mathematics courses must be taken in residence at the university.

Statistical Methods I,II (MATH 425, 426) cannot be used to satisfy requirements for a mathematics major. For students who have completed MATH 261-263 with a grade of mid-C or better, the department will waive the requirement for MATH 315.

To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the requirements for one of the following options:

To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the requirements for one of the four options listed below. In all of these options, most courses require calculus as a prerequisite, and in each option some of the courses require satisfying the bridge requirement.

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), Ordinary Differential Equations (MATH 420), Partial Differential Equations: Fourier Analysis I,II (MATH 421, 422), Networks and Combinatorics (MATH 456), Discrete Dynamical Systems (MATH 457), Introduction to Mathematical Cryptography (MATH 458), 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), Stochastic Processes (MATH 467)

Option Three: Secondary Teaching. Elementary Analysis (MATH 315), Statistical Models and Methods (MATH 343), 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), and Introduction to Programming and Algorithms (CIS 122) or another programming course approved by an advisor.

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 advisor 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 advisor. For example, physics majors typically fulfill the applied option. But physics students interested in the modern theory of elementary particles should construct an individualized program that includes abstract algebra and group theory. Another example: economics majors typically take statistics and other courses in the applied option. But students who plan to do graduate study in economics should consider the analysis sequence (MATH 413, 414, 415) and construct an individualized program that contains it.

Mathematics and Computer Science

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the **Mathematics and Computer Science** section of this catalog.

Recommended Mathematics Courses for Other Areas

Students with an undergraduate mathematics degree often change fields when enrolling in graduate school. Common choices for a graduate career include computer science, economics, engineering, law, medicine, and physics. It is not unusual for a mathematics major to complete a second major as well. The following mathematics courses are recommended for students interested in other areas:

Actuarial Science. Elementary Numerical Analysis I,II (MATH 351, 352); Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462) and Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463). Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

Biological Sciences. Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)
Computer and Information Science. Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233); Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462); Networks and Combinatorics (MATH 456)

Economics, Business, and Social Science. Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462). Students who want to take upper-division mathematics courses should take MATH 251-252 in place of MATH 241-242

Physical Sciences and Engineering. Elementary Numerical Analysis I,II (MATH 351, 352), Functions of a Complex Variable I,II (MATH 411, 412), Ordinary Differential Equations (MATH 420), Partial Differential Equations: Fourier Analysis I,II (MATH 421, 422)

Honors Program

Students preparing to graduate with honors in mathematics should notify the department's honors advisor no later than the first term of their senior year. They must complete two of the following four 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, 467. They must also write a thesis covering advanced topics assigned by their advisor. 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 toward the upper-division requirement. 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 advisor, 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. For more information, see the **College of Education** section of this catalog.

Graduate Studies

The university offers graduate study in mathematics leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees.
Master's degree programs are available to suit the needs of students with various objectives. There are programs for students who intend to enter a doctoral program and for those who plan to conclude their formal study of pure or applied mathematics at the master's level.

Admission depends on the student's academic record-both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should note the general university requirements for graduate admission that appear in the **Graduate School** section of this catalog.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department.

In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics Graduate Student Handbook, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master's degrees except under the pre-PhD option outlined below. This examination is waived under circumstances outlined in the departmental Graduate Student Handbook.

Master's Degree Programs

Pre-PhD 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 PhD program. In addition, they must complete one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 564, 565, 566.

Students should also have taken a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Doctor of Philosophy

The PhD is a degree of distinction not to be conferred in routine fashion after completion of a specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the PhD 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-PhD program is granted. A student in the pre-PhD program may also be a candidate for the master's degree.

Pre-PhD Program. To be admitted to the pre-PhD 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-PhD program following a year of graduate study. Students in the pre-PhD 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.

PhD Program. Admission to the PhD 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 PhD, and satisfactory performance in seminars or other courses taken as a part of the pre-PhD or PhD program. Students who are not admitted to the PhD 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 PhD program is advanced to candidacy after passing a language examination and the comprehensive examination. To complete the requirements for the PhD, 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 PhD 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-PhD and PhD 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 PhD

Dissertation. PhD candidates in mathematics must submit a dissertation containing substantial original work in mathematics. Requirements for final defense of the thesis are those of the Graduate School.

Mathematics Courses (MATH)

70 Elementary Algebra (4) Basics of algebra, including arithmetic of signed numbers, order of operations,

arithmetic of polynomials, linear equations, word problems, factoring, graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee.
95 Intermediate Algebra (4) Topics include problem solving, linear equations, systems of equations, polynomials and factoring techniques, rational expressions, radicals and exponents, quadratic equations. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee. Prereq: MATH 70 or satisfactory placement test score.

105, 106, 107 University Mathematics I,II,III (4,4,4) 105: topics include logic, sets and counting, probability, and statistics. Instructors may include historical context of selected topics and applications to finance and biology. 106: topics include mathematics of finance, applied geometry, exponential growth and decay, and a nontechnical introduction to the concepts of calculus. 107: topics chosen from modular arithmetic and coding, tilings and symmetry, voting methods, apportionment, fair division, introductory graph theory, or scheduling. Prereq: MATH 95 or satisfactory placement test score.

111 College Algebra (4) Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions. Prereq: MATH 95 or satisfactory placement test score.

112 Elementary Functions (4) Exponential, logarithmic, and trigonometric functions. Intended as preparation for MATH 251. Prereq: MATH 111 or satisfactory placement test score.

199 Special Studies: [Topic] (1-5R)

211, 212, 213 Fundamentals of Elementary Mathematics I,II,III (4,4,4) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K-8. Prereq for 211: MATH 95 or satisfactory placement test score. Prereq for 212: grade of C- or better in MATH 211. Prereq for 213: grade of C- or better in MATH 212.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4) 231: sets, mathematical logic, induction, sequences, and functions. **232:** relations, theory of graphs and trees with applications, permutations and combinations. **233:** discrete probability, Boolean algebra, elementary theory of groups and rings with applications. Prereq: MATH 112 or satisfactory placement test score.

241, 242 Calculus for Business and Social Science I,II (4,4) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. Students cannot receive credit for both MATH 241 and 251, MATH 242 and 252.

243 Introduction to Methods of Probability and Statistics (4) Discrete and continuous probability, data description and analysis, sampling distributions, emphasizes confidence intervals and hypothesis testing. Prereq: MATH 95 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. MATH 111 recommended preparation. 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 or more than one of MATH 242, 247, 252.

251, 252, 253 Calculus I,II,III (4,4,4) Standard sequence for students of physical and social sciences and of mathematics. **251:** differential calculus and applications. **252:** integral calculus. **253:** introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Prereq for 251: MATH 112 or satisfactory placement test score. Students cannot receive credit for more than one of MATH 241, 246, 251 or more than one of MATH 242, 247, 252.

256 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253.

261, 262, 263 Calculus with Theory 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 MATH 241, 246, or 251 taken after 261, nor credit for MATH 242, 247, or 252 taken after 262, nor for MATH 253 taken after 263.

281, 282 Several-Variable Calculus I,II (4,4) Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Prereq: MATH 253.

307 Introduction to Proof (4) Proof is how mathematics establishes truth and communicates ideas. Introduces students to proof in the context of interesting mathematical problems. Prereq: MATH 247 or 252 or 262.

315 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus including continuity, differentiation and integration, power series, sequences and series, uniform convergence and continuity. Prereq:

MATH 253; one from MATH 232, 262, 307.

341, 342 Elementary Linear Algebra (4,4) Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Prereq: MATH 252. MATH 253 recommended.

343 Statistical Models and Methods (4) Review of theory and applications of mathematical statistics including estimation and hypothesis testing. Prereq: MATH 252.

346 Number Theory (4) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253; one from MATH 232, 262, 307.

351, 352 Elementary Numerical Analysis I,II (4,4) Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Prereq: MATH 253; one from MATH 232, 262, 307. CIS 210 recommended.

391, 392, 393 Fundamentals of Abstract Algebra I,II,III (4,4,4) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: MATH 341; one from MATH 232, 262, 307.

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. Prereq: MATH 253; one from MATH 232, 262, 307.

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. Prereq: 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. Prereq: MATH 281; one from MATH 232, 262, 307.

413/513, 414/514, 415/515 Introduction to Analysis I,II,III (4,4,4) Differentiation and integration on the real line and in n-dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Prereq: MATH 282, 315.

420/520 Ordinary Differential Equations (4) General and initial value problems. Explicit, numerical, graphical solutions; phase portraits. Existence, uniqueness, stability. Power series methods. Gradient flow; periodic solutions. Prereq: MATH 263 or 315.

421/521 Partial Differential Equations: Fourier Analysis I (4) Introduction to PDEs; wave and heat equations. Classical Fourier series on the circle; applications of Fourier series. Generalized Fourier series, Bessel and Legendre series. Prereq: MATH 281 and either MATH 256 or 420.

422/522 Partial Differential Equations: Fourier Analysis II (4) General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle. Prereq: MATH 421/521.

425/525 Statistical Methods I (4) Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Prereq: MATH 111 or satisfactory placement test score. Only nonmajors may receive upper-division or graduate credit. Students cannot receive credit for both MATH 243 and 425.

431/531, 432/532 Introduction to Topology (4,4) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prereq: MATH 315.

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 282, 342; one from MATH 232, 262, 307.

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; one from MATH 232, 262, 307.

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; one from MATH 232, 262, 307.

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; one from MATH 232, 262, 307.

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; one from MATH 232, 262, 307.

458 Introduction to Mathematical Cryptography (4) Mathematical theory of public key cryptography. Finite field arithmetic, RSA and Diffie-Hellman algorithms, elliptic curves, generation of primes, factorization techniques. Prereq: MATH 341. Offered alternate years.

461/561, 462/562 Introduction to Mathematical Methods of Statistics I,II (4,4) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Prereq: MATH 253; one from MATH 232, 262, 307.

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.

467/567 Stochastic Processes (4) Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion, and their applications. Prereq: MATH 461/561.

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. Offered alternate years.

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.

681, 682, 683 Advanced Algebra: [Topic] (4-5,4-5,4-5R) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

684, 685, 686 Advanced Analysis: [Topic] (4-5,4-5,4-5R) Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

690, 691, 692 Advanced Geometry and Topology: [Topic] (4-5,4-5,4-5R) Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

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Mathematics and Computer Science

Arkady Vaintrob and Christopher B. Wilson, Advisors

General Information

The undergraduate major in mathematics and computer science leads to a bachelor of arts or bachelor of science degree. The major combines elements of the mathematics and computer and information science curricula into a four-year program that offers an alternative to the undergraduate degree programs in either field. It serves students who want knowledge in both fields but are not ready to specialize in either. The courses selected for the program provide a solid foundation for professional work or for advanced study.

The program is designed to develop team players for information-based occupations. Its graduates have the tools to analyze complex problems and compute the answers to them. Consistent with its emphasis on teamwork and communication, the program requires college-level exposure to an additional scientific field and an upper-division writing course.

Students with strong mathematics backgrounds in high school are frequently advised to major in computer science at the university, often without a clear idea of what the field of study is actually like. The joint major program offers such students the chance to experiment with computer science while retaining the anchor to mathematics. It also allows students the possibility of changing easily to the single-major program in either mathematics or CIS with no loss of credit and, at least through the junior year, without jeopardizing degree completion in four years.

Careers

Graduates with this major can enter industrial positions that require computer science skills and mathematical problem-solving ability. They are particularly well suited for positions in the high-performance computing industry, developing the software tools for large-scale scientific computation. The combination of mathematics and computer science forms an excellent professional background for secondary-school mathematics teachers, and the major program also provides a solid foundation for actuarial, financial, and related professions. Graduates are also prepared to enter advanced programs of study in either mathematics or computer science, or in applied areas such as biological computational science.

Preparation

A high school student planning to major in mathematics and computer science should pursue a strong academic program with four years of mathematics. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Experience preparing substantial written reports is highly desirable.

Transfer Students. College transfer students who have completed a year of calculus should be able to fit the remaining mathematics courses for the degree into just two years, provided that they have already completed the bulk of their general-education requirements before they transfer.

Transfer students should call or write to the Department of Computer and Information Science to determine whether computer courses they have taken can be counted toward the joint major requirements. Sequential subjects such as mathematics and computer science typically require several years to progress from introductory to senior-level courses. The joint program lets students move forward in both fields at once with limited prerequisites, making it relatively accessible to transfer students and to students who change from other major programs. Students who want to pursue the material in greater depth need to consider prerequisite paths carefully.

Students attending community college in Oregon are encouraged to obtain the Associate of Arts Oregon Transfer degree before entering the University of Oregon. While earning this degree, community college transfer students should take as much discrete mathematics, calculus, and computer science as possible, and also try to complete the science requirement for the major. The associate degree does not automatically satisfy the science requirement for this major.

Faculties and Facilities

The faculties and facilities in both the mathematics and the computer and information science departments are

available to students in the combined major program. For detailed descriptions, see those sections of this catalog. Information is also available online.

Major Requirements

Computer Science I,II,III (CIS 210, 211, 212), Elements of Discrete Mathematics I,II (MATH 231, 232) and Calculus I,II,III (MATH 251, 252, 253) or Calculus with Theory I,II,III (MATH 261, 262, 263). Students must earn no grade below a mid-C for automatic advancement. The remaining requirements fall into four categories: mathematics, computer and information science, writing, and science, with 24 credits taken in mathematics, 28 credits in computer and information science, and 16 credits in the other departments. A total of 100 credits are required for the mathematics and computer science major.

Mathematics

Elementary Analysis (MATH 315)

Elementary Linear Algebra (MATH 341, 342)

Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

One other upper-division mathematics course excluding Statistical Methods I,II (MATH 425, 426), and Multivariate Statistical Methods (MATH 427)

Mathematics courses used to satisfy major requirements must be taken for letter grades and passed with grades of C- or better. At least 12 of the upper-division credits applied to the degree must be taken in residence at the university.

Computer and Information Science

Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Principles of Programming Languages (CIS 425)

Choose one from C/C++ and Unix (CIS 330), Automata Theory (CIS 420), or Software Methodology I (CIS 422)

Two other 4-credit upper-division CIS courses. CIS 399 and CIS 410 courses used as electives must have a prerequisite of CIS 313 and have regular weekly class meetings and homework assignments. At least one course must be numbered 410 or above

Computer and information science courses used to satisfy degree requirements must be passed with letter grades of C- or better.

Writing Requirement

In addition to the university's two-course writing requirement, mathematics and computer science majors must take Scientific and Technical Writing (WR 320) or Business Writing (WR 321).

Science Requirement

At least 12 credits selected from one of the following options; the courses may be taken pass/no pass (P/N) or for letter grades:

1. **Biology.** Introduction to Chemical Principles (CH 111); The Chemistry of Sustainability (CH 113); General Chemistry (CH 221) ***or*** Honors General Chemistry (CH 224H); General Biology I (BI 211) and either General Biology II (BI 212) ***or*** General Biology III (BI 213)
2. **Chemistry.** General Chemistry (CH 221, 222, 223) ***or*** Honors General Chemistry (CH 224H, 225H, 226H). Students are encouraged to complete the accompanying lab courses
3. **Geography.** The Natural Environment (GEOG 141); two from Climatology (GEOG 321), Geomorphology (GEOG 322), or Biogeography (GEOG 323)
4. **Geological Sciences.** Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203)
5. **Physics.** General Physics (PHYS 201, 202, 203) ***or*** Foundations of Physics I (PHYS 251, 252, 253).

Students are encouraged to complete the accompanying lab courses. Physics is required for networks track students

6. **Psychology.** Mind and Brain (PSY 201); Mind and Society (PSY 202); one from Biopsychology (PSY 304), Thinking (PSY 330), or Music and the Brain (PSY 348)

Advising and Program Planning

Each major is assigned two advisors, one in the Department of Mathematics and one in the Department of Computer and Information Science. One of the two is designated as the advisor 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 advisors. Since both mathematics and computer science are sequential subjects, prerequisite planning should be discussed with the student's advisors.

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 advisor.

Sequence of Courses. Elements of Discrete Mathematics I,II (MATH 231, 232) and Computer Science I,II,III (CIS 210-212) go well together, as do calculus and physics. Students with advanced placement credit in calculus and programming experience may want to take MATH 231, 232, and CIS 210-212 in the freshman year. Students with little or no programming experience should plan to take Introduction to Programming and Algorithms (CIS 122), Calculus I,II,III (MATH 251, 252, 253), and the major science requirement in the freshman year. In the sophomore year, students should take whichever of calculus or computer science was not taken freshman year, and continue into the 300 level of the branch that was taken.

Major Progress Review and Major in Good Standing

Each major must meet with a CIS advisor to file a Major Progress Review form after completing 12 credits of the upper-division core-MATH 315, 341, 342; CIS 313, 314, 315, 425, and one among 422, 441, or 445-including at least one course from each department. Mathematics and computer science courses used to satisfy major requirements must be taken for letter grades and passed with grades of C- or better. At least 12 of the upper-division mathematics credits and 12 of the upper-division computer and information science credits applied to the degree must be taken in residence at the university. A student who receives two grades below C- in the upper-division core is removed from the major.

Honors Program

Both of the cooperating departments offer departmental honors programs to their undergraduate majors. After obtaining advance approval from both of their advisors, students in the joint degree program are eligible to attain honors in mathematics and computer science by meeting the honors requirements of either department, including writing a thesis.

Preparation for Kindergarten through Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary licensure in mathematics and for elementary teaching. More information is available from the mathematics department's education advisor, Shlomo Libeskind; see also the **College of Education** section of this catalog.

Minor

Minors are offered by the Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science.

Undergraduate Studies

Graduate Studies

Mathematics and Computer Science (Courses Section)

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Medieval Studies

C. Anne Laskaya, Program Director
541-346-1517

837 Prince Lucien Campbell Hall

http://uoregon.edu/~midages

Participating Faculty

Barbara K. Altmann, Romance languages

Judith R. Baskin, Judaic studies

Martha J. Bayless, English

Louise M. Bishop, honors college

Nicola Camerlenghi, history of art and architecture

Stephanie Clark, English

Frederick Colby, religious studies

James W. Earl, English

Warren Ginsberg, English

Andrew E. Goble, history

D. Gantt Gurley, German and Scandinavian

David Hollenberg, religious studies

Mary Jaeger, classics

Lori Kruckenberg, music

C. Anne Laskaya, English

Eric Mentzel, music

F. Regina Psaki, Romance languages

Stephen J. Shoemaker, religious studies

Richard A. Sundt, history of art and architecture

Cynthia M. Vakareliyska, linguistics

David Wacks, Romance languages

Lisa Wolverton, history

About the Discipline

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. Study abroad is strongly encouraged.

Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture, history, language, literature, music, philosophy, and religion. A typical course of study includes diverse topics such as the Bible, the early Church, Byzantium, Islam, the Vikings, the Crusades, women in the Middle Ages, mysticism, romance, the Gothic cathedral, Chaucer, Dante, and medieval China and Japan. The program aims to provide a comprehensive introduction to the medieval worldview in Europe and beyond, and the origins of the modern world.

Undergraduate Studies

Major Requirements

Medieval studies majors must complete twelve medieval courses in at least three departments with a grade of mid-C or better. At least 24 credits must be in upper-division work. Two years of Latin are recommended for those who want to do graduate work in medieval studies.

Honors in Medieval Studies

A degree with honors in medieval studies 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. A minimum cumulative UO grade point average of 3.00
3. A prospectus for the thesis approved by both the thesis director and the program director. The prospectus must be submitted no later than week seven of the term before the student plans to complete the honors project. When the prospectus has been approved, the student and thesis director will agree on a schedule of submission of work
4. A senior thesis of substantial quality, representing new or substantially new work beyond any project or paper submitted within other university courses, approved by the thesis director and at least one other member of the medieval studies participating faculty. The thesis must be complete and ready for public presentation no later than week seven of the fall, winter, or spring term
5. **A presentation of the project.** The student presents the honors project to students and faculty members and participates in an open discussion of the project with the audience. Presentations typically occur in weeks seven through ten of fall, winter, or spring terms and are arranged in consultation with both the director of the Medieval Studies Program and the student's thesis advisor
6. Honors in medieval studies are not given for substantially the same project or paper submitted for honors to any other unit in the university. Departmental honors theses shall be written exclusively for honors in medieval studies
7. Students normally enroll in at least one but no more than two terms of Thesis (MDVL 403). Enrollment in Thesis is not required but is recommended. Thesis credits cannot serve to fulfill the minimum major requirements

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 advisor. With the advisor's consent, courses numbered 199, 399, 405, 407, 408, or 410 may be substituted for suggested courses. At least five of the courses must be taken at the University of Oregon. More information is available from the medieval studies office or from the Medieval Studies Program director.

Chinese. Issues in Medieval Chinese Literature (CHN 424)

English. Introduction to the English Major (ENG 220); Age of King Arthur (ENG 225); 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)

History. Western Civilization (HIST 101); Foundations of East Asian Civilizations (HIST 190); Early Middle Ages in Europe (HIST 319); High Middle Ages in Europe (HIST 320); Late Middle Ages in Europe (HIST 321); The Crusades (HIST 322); The Age of Discoveries (HIST 327); Early Russia (HIST 345); Early China (HIST 387); Medieval Spain (HIST 437)

History of Art and Architecture. History of Western Art II (ARH 205), Cultures of the Medieval West (ARH 331), Japanese Art II (ARH 395), Early Christian Art (ARH 430), Byzantine Art (ARH 431), Romanesque Sculpture (ARH 432), Gothic Sculpture (ARH 433), Text and Image: Medieval Manuscripts (ARH 435), Gothic Architecture I (ARH 438), Islamic Art and Architecture (ARH 490)

Humanities. Introduction to Humanities II (HUM 102)

Japanese. Introduction to Japanese Literature (JPN 305)

Judaic Studies. Medieval and Early Modern Judaism (JDST 212); Post-Biblical Literature (HBRW 313)

Music. Survey of Music History (MUS 267); Collegium Musicum (MUS 391)

Philosophy. History of Philosophy: Ancient and Medieval (PHIL 310)
Religious Studies. Introduction to the Bible I,II (REL 222, 223), Introduction to Islam (REL 233), History of Christianity (REL 321, 322), History of Eastern Christianity (REL 324), Martyrdom (REL 418), Early and Medieval Christian Heresy (REL 424), Sex and Gender in Early Christianity (REL 426), Islamic Mysticism (REL 432), Advanced Study of the Qu'ran (REL 435), Medieval Islamic and Jewish Philosophy (REL 436), Medieval Japanese Buddhism (REL 444)

Romance Languages. Survey of Peninsular Spanish Literature (SPAN 316), French Survey: Medieval and Renaissance (FR 317), Italian Survey: Medieval and Renaissance (ITAL 317), Dante in Translation (ITAL 341), Medieval Italian Culture (ITAL 441), Medieval and Renaissance Literature (ITAL 444)

Scandinavian. Vikings through the Icelandic Sagas (SCAN 259), Emergence of Nordic Cultures and Society (SCAN 340)

Graduate Studies

Medieval Studies Courses (MDVL)

199 Special Studies: [Topic] (1-5R)
399 Special Studies: [Topic] (1-5R)

403/503 Thesis (1-8R)

405 Reading and Conference: [Topic] (1-4R)

406 Field Studies: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-4R)

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

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Neuroscience

Chris Q. Doe and Shawn R. Lockery, Institute Codirectors
541-346-4556

Institute of Neuroscience
222 Huestis Hall
1254 University of Oregon
Eugene OR 97403-1254

www.neuro.uoregon.edu

Participating Faculty

Edward Awh, psychology

Paul Dassonville, psychology

Chris Q. Doe, biology

Judith S. Eisen, biology

Clifford Kentros, psychology

Charles B. Kimmel, biology

Shawn R. Lockery, biology

Richard Marrocco, psychology

Helen Neville, psychology

Peter M. O'Day, biology

Cristopher Neill, biology

John H. Postlethwait, biology

William Roberts, biology

Terry Takahashi, biology

Nathan J. Tublitz, biology

Paul van Donkelaar, human physiology

Philip E. Washbourne, biology

Janis C. Weeks, biology

Michael Wehr, psychology

Monte Westerfield, biology

Marjorie Woollacott, human physiology

Undergraduate Studies

Graduate Studies

Neuroscience is the interdisciplinary study of neural function, development, and behavior. At the University of Oregon, the graduate training program in neuroscience is centered in the Institute of Neuroscience. Participating faculty members are drawn from the Departments of Biology, Human Physiology, and Psychology.

Curriculum

First-year graduate students take one of two core sequences: 1) cellular, systems, and cognitive neuroscience or 2) developmental, molecular, and genetic neuroscience. The core sequences are taught cooperatively by the faculty. Most students also take elective courses in a variety of subjects (see Neuroscience Courses below).

Faculty-Student Seminars. Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. Students and faculty members also participate in the neuroscience seminar, a weekly series featuring visiting scientists. The purpose of the

neuroscience seminar is to keep both the faculty and students abreast of current developments in the broad field of neuroscience.

Research. Students are encouraged to participate in laboratory research from the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study

Students who want to enter the neuroscience program should apply to the PhD program of a participating department and indicate their interest in neuroscience. Such applications are reviewed by the neuroscience faculty as well as the departmental admission committee. Answers to specific questions about prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene OR 97403. Additional information about the Institute of Neuroscience may be obtained from the institute website. See also Research Institutes and Centers in the **Graduate Studies** section of this catalog.

Neuroscience Courses

Biology. Cell Biology (BI 322), Sensory Physiology (BI 353), Animal Physiology (BI 356), Neurobiology (BI 360), Special Studies: Cellular Biology of the Senses (BI 399), Experimental Course: Computational Neuroscience (BI 410/510), Cellular Basis of Learning and Memory (BI 420/520), Protein Toxins in Cell Biology (BI 422/522), Systems Neuroscience (BI 461/561), Cellular Neuroscience (BI 463/563), Developmental Neurobiology (BI 466/566), Evolution of Development (BI 480/580), Experimental Course: Advanced Cellular Neuroscience (BI 610)

Human Physiology. Motor Control (HPHY 333), Experimental Course: Neurophysiology of Concussion (HPHY 410/510), Experimental Course: Advanced Systems Neuroscience (HPHY 610)

Psychology. Biopsychology (PSY 304), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Experimental Course: Advanced Cognitive Neuroscience (PSY 610)

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Pacific Island Studies

William S. Ayres, Program Director
541-346-5119
541-346-0668 fax

273 Condon Hall
1218 University of Oregon
Eugene OR 97403-1218

Program Committee

William S. Ayres, anthropology

Aletta Biersack, anthropology

Shirley Ann Coale, Western Regional Resource Center

Richard G. Hildreth, law

Stephen M. Johnson, Labor Education and Research Center

Kathy Poole, Office of International Affairs

Judith Raiskin, women's and gender studies

Richard A. Sundt, history of art and architecture

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 (MA or MS). Information is available in the **Graduate School** section of this catalog.

The Pacific island studies faculty participates in the Asian studies BA and MA degree programs by teaching courses that may be used to satisfy degree requirements (e.g., in developing a secondary cultural or geographical area with Southeast Asia). Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, ethnic studies, and sociology.

The Pacific Islands Archaeological Project, directed by William S. Ayres, offers students opportunities to participate in archaeological and anthropological study in the Pacific. A field school is offered through the Department of Anthropology.

Training in selected Pacific island languages is possible through individual study using tutors and materials developed for use at the Yamada Language Center. The center now has language-study modules for Pohnpeian and Kosraen. Tutoring in Samoan and other island languages is possible.

Undergraduate Studies

Graduate Studies

Pacific Island Studies Courses

Anthropology. Pacific Island Societies (ANTH 234), New Guinea (ANTH 328), Pacific Islands Archaeology (ANTH 343), Workshop: Archaeology Field School: Micronesia and Samoa (ARCH 408/508), Experimental

Courses: Pacific Island Studies, Polynesian Archaeology (ANTH 410), Old World Prehistory: Southeast Asia (ANTH 440/540)
Geological Sciences. Oceanography (GEOL 307)

History of Art and Architecture. Art of the Pacific Islands I,II (ARH 391, 392)

Sociology. Sociology of Developing Areas (SOC 450)

Approved Seminars (407/507) and Experimental Courses (410/510) are other possibilities in these and other departments.

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Peace Studies

Shaul E. Cohen, David A. Frank, and Cheyney C. Ryan, Committee Cochairs
541-346-4500

107G Condon Hall

Steering Committee

Shaul E. Cohen, geography

David A. Frank, honors college

Gregory McLauchlan, sociology

About the Program

The Peace Studies Program offers systematic study of peace-what it means and how it is achieved. Interdisciplinary in its orientation, the program encourages students to approach the problem of peace from a variety of viewpoints. The focus of the program addresses the conditions that give rise to violence and how to prevent them, the conditions that constitute alternatives to violence and how to promote them, and the strategies for achieving peace in its various forms.

The peace studies minor is available to university undergraduate students. There are no requirements for admission to the program.

Graduate students who want to concentrate on peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

Minor Requirements

The interdisciplinary minor in peace studies requires a minimum of 32 credits, 15 of which must be upper division. A grade of mid-C or better must be earned in each of the eight courses taken to fulfill requirements for the peace studies minor. Course requirements consist of three core courses and five elective courses selected from the three groups listed below.

Core

Choose three courses for a total of 12 credits:

Value Systems in Cross-Cultural Perspective (INTL 250) or World Value Systems (INTL 430)

Social and Political Philosophy (PHIL 307)

Systems of War and Peace (SOC 464)

Group I: Conditions that Give Rise toÂ Violence

Choose two courses for a total of 8 credits:

History. War in the Modern World I,II (HIST 240, 241)

Psychology. Social Psychology (PSY 456)

Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445), Systems of War and Peace (SOC 464)

Group II: Values and Arrangements Necessary to Transcend Violence

Choose one or two courses for a total of 4-8 credits:

Geography. Political Geography (GEOG 441)

International Studies. Value Systems in Cross-Cultural Perspective (INTL 250)
Planning, Public Policy and Management. Introduction to Public Service Management (PPPM 322)

Political Science. Political Ideologies (PS 225), Environmental Politics (PS 497)

Sociology. Sociology of Developing Areas (SOC 450)

Group III: Strategies for Achieving Peace

Choose one or two courses for a total of 4 to 8 credits:

Anthropology. Gender in Cross-Cultural Perspective (ANTH 314)

History. American Radicalism (HIST 350, 351)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)

Planning, Public Policy and Management. Socioeconomic 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 advisor's consent, students may substitute a course numbered 199, 407, 408, or 410 for one approved group-satisfying course for the minor.

More information is available from a cochair.

Undergraduate Studies

Graduate Studies

Peace Studies (Courses Section)

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Philosophy

Ted Toadvine, Department Head
541-346-5549
541-346-5544 fax

338 Prince Lucien Campbell Hall
1295 University of Oregon
Eugene OR 97403-1295

http://philosophy.uoregon.edu

Faculty

Mark Alfano, assistant professor (ethics, Nietzsche, experimental philosophy). BA, 2005, Princeton; MA, 2009, PhD, 2011, City University of New York. (2013)

Mark Johnson, Philip H. Knight Professor of Liberal Arts and Sciences (philosophy of language, recent moral theory, cognitive science). BA, 1971, Kansas; MA, 1972, PhD, 1977, Chicago. (1994)

Colin Koopman, assistant professor (American philosophy, critical theory, pragmatism). BA, 1997, Evergreen State College; MA, 1999, Leeds; PhD, 2006, McMaster. (2010)

Bonnie Mann, associate professor (feminist, Continental). BA, 1983, Portland State; PhD, 2002, State University of New York, Stony Brook. (2003)

Scott L. Pratt, professor (American philosophy, history of philosophy, education). BA, 1981, Beloit; PhD, 1995, Minnesota. (1995)

Beata Stawarska, associate professor (phenomenology, Continental, philosophical psychology). BA, 1992, MA, 1994, PhD, 2000, Louvain. (2003)

Ted Toadvine, associate professor (Continental, phenomenology, environmental). BA, 1990, Salisbury, MA, 1995, PhD, 1996, Memphis. (2003)

Alejandro Vallega, assistant professor (Latin American philosophy, Continental philosophy, aesthetics). BA, 1993, Saint John's College; MA, 1996, Boston; PhD, 1999, Vienna. (2010)

Daniela Vallega-Neu, assistant professor (19th- and 20th-century European philosophy, history of philosophy, phenomenology). BA, 1984, European School, Varese; MA, 1992, PhD, 1995, Universitat Freiburg. (2010)

Peter Warnek, associate professor (ancient philosophy, 19th- and 20th-century Continental philosophy, Kant). BA, 1986, Seattle; MA, 1990, Villanova; PhD, 1998, Vanderbilt. (1999)

Naomi Zack, professor (17th-century philosophy, race and racial categories, feminism). BA, 1966, New York University; PhD, 1970, Columbia. (2001)

Rocio Zambrana, assistant professor (Continental, 19th-century philosophy, modern philosophy). BA, 2001, Puerto Rico; MA, 2004, PhD, 2010, New School for Social Research. (2010)

Adjunct

Steven Brence, adjunct instructor (social and political philosophy, philosophy of film, ethics). BS, 1989, MA, 1993, PhD, 2001, Oregon. (2001)

Nicolae Morar, adjunct instructor (applied ethics, philosophy of biology); faculty fellow. BA, 2004, MA, 2005, Université Jean Moulin, Lyon 3; PhD, 2011, Purdue, West Lafayette. (2011)

Emeriti

William E. Davie, associate professor emeritus. BA, 1964, Washington (Seattle); PhD, 1969, California, Irvine. (1968)

Don S. Levi, professor emeritus. BA, 1956, Wisconsin, Madison; MA, 1961, PhD, 1962, Harvard. (1964)

Arnulf Zweig, professor emeritus. BA, 1952, Rochester; PhD, 1960, Stanford. (1956)

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

Participating

Joyce Cheng, history of art and architecture

Michael Hames-García, ethnic studies

Jeffrey S. Librett, German and Scandinavian

Jerry L. Rosiek, education studies

Steven Shankman, English

Mark T. Unno, religious studies

Malcolm Wilson, classics

Undergraduate Studies

Philosophy asks fundamental questions about human identity, the nature of knowledge and reality, moral virtue and responsibility, the nature of community and political authority, aesthetic judgments and values, and other concepts central to the meaning and value of human existence. Through the study of primary texts and concrete issues, drawn from various historical periods and cultures, philosophy provides a means for reflection on actions, beliefs, and values while developing critical thinking, reading, and writing skills. Philosophy also strengthens the ability to reason, enlarges the imagination, and refines aesthetic sensitivity. A philosophical education thus offers excellent preparation for a broad range of careers that require critical intelligence and creative problem-solving as well as oral and written communication skills.

The department offers bachelor of arts (BA) and bachelor of science (BS) degree programs. University degree requirements are listed in the **Registration and Academic Policies** section of this catalog and in the schedule of classes. Declaration of a major may be accomplished online by completing a form available on the department website.

Major Requirements

The minimum major requirement is 52 credits of course work in philosophy with grades of C- or better or P (pass), including 40 credits in upper-division courses. No more than 8 credits may be taken pass/no pass. The 52 credits must include History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312); one term of logic (PHIL 325); 8 credits in courses on the works of specific philosophers (e.g., PHIL 421, 433, 453, or 463); and one 4-credit course devoted to issues of gender, race, class, and/or culture (e.g., PHIL 110, 213, 216, 315, 342, 443, or 452).

Honors in Philosophy

The philosophy honors program is designed to provide outstanding, highly motivated philosophy majors with the opportunity to develop their skills during the senior year through the independent exploration of a special topic of their own choosing under the guidance of a faculty mentor. To be eligible for admission to the honors program, students must have completed at least 24 credits in philosophy, at least 12 of which have been taken at the University of Oregon. The honors candidate's grade point average (GPA) in philosophy must be at least 3.50, maintained through graduation. To graduate with honors, the candidate must fulfill the following requirements:

Courses. Besides the courses required of majors, a candidate for departmental honors must take at least 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 advisor. The thesis must demonstrate the student's ability to formulate a significant research problem, research primary resources, interpret sources with imagination and technical skill, and present the finished work in a form meeting professional standards in philosophy. The thesis must be approved by a thesis committee consisting of two faculty members from the philosophy department. Approval of the thesis depends in part on a public defense attended by the committee.

Upon fulfilling these requirements, the candidate is approved to receive a bachelor's degree with honors in philosophy.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of C- or better or P

(pass), including 16 upper-division credits. No more than 8 credits of the required 24 may be taken pass/no pass. The 16 credits must include History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312) and 4 credits in a course on the work of a specific philosopher.

Graduate Studies

The department offers a graduate program leading to the master of arts (MA) and the doctor of philosophy (PhD) 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. Specializations are supported in American philosophy, continental philosophy, and feminist philosophy, with particular strengths in phenomenology, German idealism, critical theory, philosophical psychology, philosophy of race, Latin American philosophy, gender and sexuality, ancient philosophy, environmental philosophy, and aesthetics.
Each student designs a program in consultation with the graduate advisor. Two or more years are typically required for completing the MA degree, and five or more years are typically required for completing the PhD degree. A complete and detailed list of the university and department requirements for graduate degrees is available online through the department website.

Master of Arts

The master's program is designed to prepare students for PhD research or other professional pursuits through providing a broad background in the history of philosophy and recent developments in the areas of philosophy that are strengths of the department.

There are two paths to earning a master's degree. The first requires completion of the second-language requirement and 48 credit hours of graduate course work including the distribution requirements (listed below). The second requires satisfaction of the second-language requirement, completing 45 credits of graduate course work-9 of which are taken in Thesis (PHIL 503)-and the writing of a master's thesis under the direction of a thesis advisor with a second faculty reader.

The distribution requirements may be satisfied by receiving a mid-B or better in (1) two courses in each of three subdisciplinary fields: society and value; knowledge, rationality, and inquiry; and metaphysics; (2) one course from each of three out of the four historical periods: ancient and medieval, modern (16th-18th centuries), 19th century, and 20th and 21st centuries; (3) two courses from each of the four philosophical traditions-continental, analytic, American, and feminist-that ground the diverse philosophical perspectives of the department, one of which is a proseminar taken within the first two years of graduate study; and (4) one course in one of four requirement areas: Asian philosophy, philosophy of race, Native American philosophy, and Latin American philosophy. A single course may count toward each of two categories, but no more than once in a single category. For example, a course may count in a subdisciplinary field such as metaphysics, and, at the same time, apply to the history requirement or the traditions requirement.

For the thesis requirement, the student asks two faculty members to serve as his or her master's committee, with one agreeing to serve as chair. The student prepares a short (maximum five pages) description of the proposed thesis topic. Once both committee members have approved the thesis proposal, the student registers for as many as 9 credits of Thesis (PHIL 503) during the one or two terms over which the thesis is written. Typically, the committee chair meets periodically with the student to assess progress and to oversee the writing of the thesis. When both members of the thesis committee agree that the thesis is suitable for a final defense, the candidate schedules a one-hour oral examination, during which the committee members ask questions about the argument and make suggestions for further revision, if necessary. The thesis is completed when it is given final approval by both members of the committee and is accepted by the Graduate School as satisfying its requirements for thesis preparation.

Doctor of Philosophy

The PhD degree requires a minimum of 81 credits of graduate-level course work, of which 18 must be in Dissertation (PHIL 603). Students must complete a logic requirement, demonstrate proficiency in a second language, complete the four course distribution requirements, and pass two comprehensive examinations-extensive research projects, one in history (a paper) and one in the student's area of specialization (a literature review). Most students finish their doctoral degrees within five to six years. The Graduate School imposes a limit of seven years for completion of the PhD degree.

The distribution requirements may be satisfied by receiving a mid-B or better in (1) two courses in each of three subdisciplinary fields: society and value; knowledge, rationality, and inquiry; and metaphysics; (2) one course from each of three out of the four historical periods: ancient and medieval, modern (16th-18th centuries), 19th century, and 20th and 21st centuries; (3) two courses from each of the four philosophical traditions-continental,

analytic, American, and feminist-that ground the diverse philosophical perspectives of the department, one of which is a proseminar taken within the first two years of graduate study; and (4) one course in one of four requirement areas: Asian philosophy, philosophy of race, Native American philosophy, and Latin American philosophy. A single course may count toward each of two categories, but no more than once in a single category.
The comprehensive examinations are passed by completing two substantial research papers under the supervision of faculty members. Students are advanced to candidacy upon completion of the comprehensives. A dissertation prospectus must be accepted by the candidate's committee after a preliminary oral examination. The written dissertation must receive the approval of the dissertation committee after a final oral examination.

Admission

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department's admissions committee decide whether this is an appropriate philosophy department for the applicant's goals. They should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examinations (GRE). International students must provide proof of competence in English. A score of at least 500 on the Test of Spoken English (TSE), 26 on the Internet-based Test of English as a Foreign Language (TOEFL), or 7 on the International English Language Testing System (IELTS) is required of international students unless their native language is English.

In addition to general university regulations governing graduate admission (see the **Graduate School** section of this catalog), the Department of Philosophy requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant's academic background.

The application process is exclusively online; a link to the application guidelines is posted on the department website. Applicants who are unable to make the application fee payment online with Visa, Discover, or MasterCard may may now pay online with a check. This application and one complete set of transcripts, together with the $50 application fee, should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. A second 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 if they are unable to upload their letters of recommendation.

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 21st century. Sample topics include free will, the mind-body problem, the existence of an external world.
102 Ethics (4) Philosophical study of morality (e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong).

103 Critical Reasoning (4) Introduction to thinking and reasoning critically. How to recognize, analyze, criticize, and construct arguments.

110 Human Nature (4) Consideration of various physiological, cultural, psychological, and personal forces that characterize human beings, taking into account issues of class, gender, race, and sexual orientation.

120 Ethics of Enterprise and Exchange (4) Moral examination of business by considering the nature of enterprise and exchange. Topics include corporate and consumer responsibility, meaningful work, and leadership.

123 Internet, Society, and Philosophy (4) Introduction to philosophical problems of the Internet. Primary focus on social, political, and ethical issues with discussion of epistemological and metaphysical topics.

130 Philosophy and Popular Culture (4) Engages in critical philosophical reflection about and through popular culture, including movies, music, graphic novels, and sports.

170 Love and Sex (4) Philosophical study of love, relationships, marriage, sex, sexuality, sexual identity, and sexual representation.

199 Special Studies: [Topic] (1-5R)

211 Existentialism (4) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

213 Asian Philosophy (4) Introduction to classic writings in the Chinese, Indian, Japanese, and other Asian

philosophical traditions.

216 Philosophy and Cultural Diversity (4) Philosophical investigation of the implications of cultural diversity for identity, knowledge, and community, from the perspectives of several American cultures.

307, 308 Social and Political Philosophy (4,4) Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

309 Global Justice (4) Introduction to philosophical problems of globalization and justice related to global poverty, citizenship, human rights, and issues of identity, multiculturalism, war, terrorism, environmentalism, and health care.

310 History of Philosophy: Ancient and Medieval (4) Focuses primarily on Plato and Aristotle. Examines their roots in pre-Socratic philosophy and their influence on medieval philosophers such as St. Augustine and St. Thomas Aquinas.

311 History of Philosophy: Modern (4) Survey of European philosophy through Hume, including the work of Descartes, Locke, and Spinoza.

312 History of Philosophy: 19th Century (4) Traces Kant's influence on such philosophers as Hegel, Nietzsche, and Marx.

315 Introduction to Feminist Philosophy (4) Introduces basic questions of philosophy through topics central to feminism.

320 Philosophy of Religion (4) Philosophical investigation of the nature of "religion" (e.g., the nature of the sacred, spirituality, and transcendence). Prereq: one philosophy course.

322 Philosophy of the Arts (4) Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts. Prereq: one philosophy course.

323 Moral Theory (4) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one philosophy course.

325 Logic, Inquiry, and Argumentation (4) Explores the means and ends of argumentation and inquiry by considering deductive reason, argumentation and emotion, and ethical and social dilemmas in inquiry.

330 Philosophy and Disaster (4) Philosophical and interactive course on disaster preparation, with contemporary, historical, and current event readings; students also learn a new practical skill. Offered alternate years.

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.

335 Medical Ethics (4) Introduces theoretical tools and concrete case studies for formulating, analyzing, and evaluating ethical judgments raised by contemporary biomedical practice.

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).

342 Introduction to Latin American Philosophy (4) History of Latin American philosophy through the study of ideas, issues, problems, and forms of thinking in the work of key periods, movements, and authors.

343 Critical Theory (4) Examines the methodological, epistemological, moral, and political dimensions of critical theory. Prereq: one philosophy course. Offered alternate years.

344 Introduction to Philosophy of Law (4) Introduces central problems in the law; examines the nature of legal reasoning.

345 Place in the Cosmos (4) Explores the relation between humans and the cosmos as a matter of place by comparing seminal texts in the history of philosophy. Offered alternate years.

350 Metaphysics (4) Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics. Prereq: one philosophy course.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

407/507 Seminar: [Topic] (1-5R) Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence. Prereq: one 300-level PHIL course.

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

415 Continental Philosophy: [Topic] (4R) Survey of significant areas in the Continental tradition (e.g., phenomenology, critical social theory, deconstruction, feminism, and hermeneutics). Junior standing required. **R** when topic changes.

420 American Philosophy: [Topic] (4R) Survey of significant areas in the American tradition (e.g., 19th-, 20th-, and 21st-century thought, African and Native American thought, feminism, recent pragmatism, the self, and pluralism). Junior standing required. **R** when topic changes.

421/521 Ancient Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Plato or Aristotle. Prereq for 421: PHIL 310. **R** when philosopher changes.

425 Philosophy of Language (4) Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Junior standing required.

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.

441 Philosophy of the Arts: [Topic] (4) Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature. Junior standing required.

443 Feminist Philosophy: [Topic] (4R) Examines contemporary feminist contributions to philosophy. Prereq: one 300-level PHIL course. **R** once with instructor's consent for maximum of 8 credits.

451/551 Native American Philosophy (4) Survey of Native American philosophy focusing on philosophical perspectives in historical traditions and contemporary Native American philosophy. Offered alternate years.

452 Philosophy and Race (4) Surveys the philosophical contribution to studies of race including intellectual history, philosophy of science, racism and its remedies, media studies, and cultural criticism. Prereq: one philosophy course at the 300 level.

453/553 19th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq: PHIL 312. **R** when philosopher changes.

463/563 20th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, C. I. Lewis, or Foucault). Junior standing required. **R** when philosopher changes.

471 (H) Honors Thesis Workshop (2) Study methods of philosophical research and writing; develop an honors thesis project.

475 (H) Honors Seminar (4) In-depth study of a particular area or problem in philosophy for students pursuing departmental honors.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

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

607 Seminar: [Topic] (1-5R) Recent topics include Emerson, Philosophy of Race, Schelling.

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

614 Issues in Ethics (4) Examination of ethical theory. Major standing required.

615 Continental Philosophy: [Topic] (4R) Explores philosophical problems and traditions in contemporary European philosophy. Major standing required. **R** when topic changes.

620 American Philosophy: [Topic] (4R) Treats issues in classical and contemporary American philosophy. Major standing required. **R** when topic changes.

625 Philosophy of Language (4) Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Major standing required.

641 Social and Political Philosophy: [Topic] (4R) Examination of classical and current problems in social and political philosophy including the nature of justice, legitimacy of the state, conditions of war and peace. **R** when topic changes.

643 Feminist Philosophy: [Topic] (4R) Explores contemporary feminist philosophy. Major standing required.**R** when topic changes.

645 Environmental Philosophy: [Topic] (4R) Pursues advanced questions in environmental philosophy regarding a particular tradition or problem area. Major standing required.**R** when topic changes.
657 Philosophy and Race: Contemporary Issues (4) Examination of contemporary discussions regarding race including biology and race, race in medicine, reparations, perspectives on race in Continental and American philosophy.

658 Philosophy of Mind (4) Analyzes basic concepts and problems in psychology. Major standing required.

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Physics

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Faculty

Dietrich Belitz, professor (condensed matter theory). Dipl Phys, 1980, Dr.rer.nat., 1982, Technical University Munich. (1987)

Gregory D. Bothun, professor (astronomy). BS, 1976, PhD, 1981, Washington (Seattle). (1990)

James E. Brau, Philip H. Knight Professor of Science (experimental elementary particle physics). BS, 1969, United States Air Force Academy; MS, 1970, PhD, 1978, Massachusetts Institute of Technology. (1988)

Spencer Chang, assistant professor (theoretical high-energy physics). BS, 1999, Stanford; PhD, 2004, Harvard. (2010)

Eric Corwin, assistant professor (biophysics, soft condensed matter). BA, 2001, Harvard; PhD, 2007, Chicago. (2010)

Paul L. Csonka, professor (elementary particle theory). PhD, 1963, Johns Hopkins. (1968)

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Miriam Deutsch, professor (optical physics). BSc, 1988, PhD, 1996, Hebrew. (2000)

Russell J. Donnelly, professor (physics of fluids, superfluidity, astrophysics). BSc, 1951, MSc, 1952, McMaster; MS, 1953, PhD, 1956, Yale. (1966)

R. Scott Fisher, lecturer (astronomy). BS, 1993, PhD, 2001, Florida. (2012)

Raymond E. Frey, professor (experimental elementary particle physics). BA, 1978, California, Irvine; MS, 1981, PhD, 1984, California, Riverside. (1989)

Stephen Gregory, associate professor (solid state physics). BSc, 1969, Manchester; MSc, 1970, Essex; PhD, 1975, Waterloo. (1992)

Roger Haydock, professor (solid state theory). BA, 1968, Princeton; MA, PhD, 1972, ScD, 1989, Cambridge. (1982)

Stephen D. H. Hsu, professor (elementary particle theory). BS, 1986, California Institute of Technology; MS, 1989, PhD, 1991, California, Berkeley. (1997)

James N. Imamura, professor (astrophysics); director, Institute of Theoretical Science. BA, 1974, California, Irvine; MA, 1978, PhD, 1981, Indiana. (1985)

Timothy Jenkins, senior instructor (physics education). BA, 1975, Linfield College; PhD, 1992, Clarkson. (1992)

Stephen D. Kevan, professor (solid state physics). BA, 1976, Wesleyan; PhD, 1980, California, Berkeley. (1985)

Graham Kribs, associate professor (elementary particle theory). BASc, 1993, Toronto; PhD, 1998, Michigan, Ann Arbor. (2004)

Dean W. Livelybrooks, senior instructor (geophysics). BS, 1977, Massachusetts Institute of Technology; MS, 1984, PhD, 1990, Oregon. (1996)

Stephanie Majewski, assistant professor (experimental elementary particle physics). BS, 2002, Illinois, Urbana-Champaign; PhD, 2007, Stanford. (2012)

Brian W. Matthews, professor (protein crystallography). BSc, 1959, BSc, 1960, PhD, 1964, Adelaide. (1969)

Benjamin McMorran, assistant professor (experimental condensed matter, optical physics). BS, 2000, Oregon State; MS, PhD, 2009, Arizona. (2011)

Stanley J. Micklavzina, senior instructor (physics education). BS, 1982, MS, 1985, Oregon. (1985)

Jens Nockel, associate professor (optical physics). Dipl. Phys., 1992, Hamburg; PhD, 1997, Yale. (2001)

Raghuveer Parthasarathy, associate professor (condensed matter physics, biophysics). BA, 1997, California, Berkeley; PhD, 2002, Chicago. (2006)
Michael G. Raymer, Philip H. Knight Professor of Liberal Arts and Sciences (quantum optics and optical physics). BA, 1974, California, Santa Cruz; PhD, 1979, Colorado. (1988)

Stephen J. Remington, professor (protein crystallography). BS, 1971, Oregon State; PhD, 1977, Oregon. (1985)

James M. Schombert, professor (astronomy). BS, 1979, Maryland; MPhil, 1982, PhD, 1984, Yale. (1996)

Davison E. Soper, professor (elementary particle theory). BA, 1965, Amherst; PhD, 1971, Stanford. (1977)

Daniel Steck, associate professor (atom optics and nonlinear dynamics). BS, 1995, Dayton; PhD, 2001, Texas, Austin. (2004)

David M. Strom, professor (experimental elementary particle physics). BA, 1980, St. Olaf; PhD, 1986, Wisconsin, Madison. (1991)

Richard P. Taylor, professor (solid state physics). BS, 1985, PhD, 1988, Nottingham. CAD, 1995, Manchester School of Art; MA, 2000, New South Wales. (1999)

John J. Toner, professor (condensed matter theory). BS, 1977, Massachusetts Institute of Technology; MA, 1979, PhD, 1981, Harvard. (1995)

Eric Torrence, professor (experimental elementary particle physics). BS, 1990, Washington (Seattle); PhD, 1997, Massachusetts Institute of Technology. (2000)

Steven J. van Enk, professor (theoretical optical physics). MSc, 1988, Utrecht; PhD, 1992, Leiden. (2006)

Hailin Wang, professor (quantum optics). BS, 1982, Science and Technology (China); MS, 1986, PhD, 1990, Michigan. (1995)

Special Staff

Robert Schofield, senior research associate (nuclear biophysics). BS, 1982, Brigham Young; PhD, 1990, Oregon. (1993)

Nikolai Sinev, senior research associate (experimental high energy physics). BS, 1968, PhD, 1974, Moscow State. (1993)

Frank Vignola, senior research associate (solar energy). BA, 1967, California, Berkeley; MS, 1969, PhD, 1975, Oregon. (1977)

Emeriti

Bernd Crasemann, professor emeritus. AB, 1948, California, Los Angeles; PhD, 1953, California, Berkeley. (1953)

Marvin D. Girardeau, professor emeritus. BS, 1952, Case Institute of Technology; MS, 1954, Illinois; PhD, 1958, Syracuse. (1963)

Rudolph C. Hwa, professor emeritus. BS, 1952, MS, 1953, PhD, 1957, Illinois; PhD, 1962, Brown. (1971)

Harlan Lefevre, professor emeritus. BA, 1951, Reed; PhD, 1961, Wisconsin. (1961)

Joel W. McClure Jr., professor emeritus. BS, 1949, MS, 1951, Northwestern; PhD, 1954, Chicago. (1954)

David K. McDaniels, professor emeritus. BS, 1951, Washington State; MS, 1958, PhD, 1960, Washington (Seattle). (1963)

John T. Moseley, professor emeritus. BS, 1964, MS, 1966, PhD, 1969, Georgia Institute of Technology. (1979)

Jack C. Overley, professor emeritus. BS, 1954, Massachusetts Institute of Technology; PhD, 1960, California Institute of Technology. (1968)

Kwangjai Park, professor emeritus. BA, 1958, Harvard; PhD, 1965, California, Berkeley. (1966)

George W. Rayfield, professor emeritus. BS, 1958, Stanford; PhD, 1964, California, Berkeley. (1967)

David R. Sokoloff, professor emeritus. BA, 1966, City University of New York, Queens; PhD, 1972, Massachusetts Institute of Technology. (1978)

Robert L. Zimmerman, professor emeritus. BA, 1958, Oregon; PhD, 1963, Washington (Seattle). (1966)

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. This endeavor serves, also, to directly benefit humankind: integrated circuits found in computers, mobile phones, and solar cells, lasers in DVD players and computer mice, and the Internet itself were developed from fundamental physics discoveries. As it involves the development of analytical, technical, problem-solving, and science communication skills, a major in physics provides a good start for many career paths. In addition to major and minor programs, the Department of Physics offers a variety of courses for nonmajors and health science premajor students.
Preparation. Entering freshmen should have taken as much high school mathematics as possible in preparation for starting calculus in their freshman year. High school study of physics and chemistry is desirable.

Transfer Students. Because of the sequential nature of the physics curriculum, it is useful for students from two-year colleges to complete as much as possible of calculus, differential equations, several-variable calculus, chemistry, and calculus-based physics (part of an associate's degree) before transferring. Those who transfer after two years should prepare for upper-division course work by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of PHYS 251, 252, 253, 290), general chemistry (the equivalent of CH 221, 222 or CH 224H, 225H), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalent of MATH 256 and MATH 281, 282). Students who transfer after attending a four-year college or university for more than two years should have completed a second year of physics. Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements under **Registration and Academic Policies**).

Careers. Fifty percent of graduates with bachelor's degrees in physics find employment in the private sector working as applied physicists, software developers, managers, or technicians, typically alongside engineers and computer scientists. About 30 percent of students who earn an undergraduate degree continue their studies in a graduate degree program, leading to a career in teaching or research or both at a university, at a government laboratory, or in industry. In addition, a degree in physics is good preparation for a career in business. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

Major Requirements

The major in physics leads to a bachelor of arts (BA) or a bachelor of science degree (BS). Complete requirements are listed under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this catalog. The bachelor of arts degree has a second-language requirement. Knowledge of a language other than English is recommended for students planning graduate study in physics.

The sequential nature of physics courses makes it imperative to start planning a major program in physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies.

The department offers three 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. The emphasis in applied physics is for majors who seek a less theoretical study of physics and a more applied focus in optics, electronics, and other project areas. A third emphasis is for majors preparing to teach physical sciences in middle or high school. All physics majors have the same curriculum for the first two years.

Common Curriculum

Complete the following courses or their equivalents:

General Chemistry (CH 221, 222) or Honors General Chemistry (224H, 225H)

Calculus I,II,III (MATH 251, 252, 253) or Honors Calculus I,II,III (MATH 261, 262, 263)

Foundations of Physics I (PHYS 251, 252, 253)

Introduction to Differential Equations (MATH 256)

Several-Variable Calculus I,II (MATH 281, 282)

Foundations of Physics II (PHYS 351, 352, 353)

Physics Experimentation Data Analysis Laboratory (PHYS 391)

Applied Physics Emphasis

Complete the following upper-division courses:
Introduction to Quantum Mechanics (PHYS 354)

Mechanics, Electricity, and Magnetism (PHYS 412, 413)

Design of Experiments (PHYS 481)

Applied Core. Classical Optics (PHYS 424) and Modern Optics (PHYS 425) or Analog Electronics (PHYS 431) and Digital Electronics (PHYS 432)

Laboratory Core. Any combination of the four course options listed above not used to satisfy the applied core and Research Project I,II,III (PHYS 491, 492, 493) topic modules to total 6 credits. Different topic modules of PHYS 491, 492, 493 (e.g., optics, instrumentation, fundamental) may be taken. Each laboratory core course is worth 2 credits in satisfying the 6-credit requirement

Physics Teaching Emphasis

Complete the following upper-division courses:

Topics in Astrophysics (ASTR 321)

Introduction to Quantum Mechanics (PHYS 354)

Biological Physics (PHYS 362)

Physics Demonstrations (PHYS 420)

Analog Electronics (PHYS 431) and Digital Electronics (PHYS 432)

Research Project I,II,III (PHYS 491, 492, 493) to total 8 credits

Two terms of Supervised Tutoring (PHYS 409) to total 6 credits

Physics Emphasis

Complete the following upper-division courses:

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). Note that PHYS 411 and 412 are sometimes offered out of sequence

Quantum Physics (PHYS 414, 415) and Topics in Quantum Physics (PHYS 417)

Upper-Division Laboratory. Any combination of Analog Electronics (PHYS 431), Digital Electronics (PHYS 432), or Research Project I,II,III (PHYS 491, 492, 493) topic modules to total 6 credits. Different topic modules for PHYS 491, 492, 493 (e.g., optics, instrumentation, fundamental) may be taken. Each upper-division laboratory course is worth 2 credits in satisfying the 6-credit requirement

Physics Electives. Topics in Astrophysics (ASTR 321), Modern Science and Culture (PHYS 361), Biological Physics (PHYS 362), Electromagnetism (PHYS 422), Classical Optics (PHYS 424), Modern Optics (PHYS 425)

Undergraduate research is strongly encouraged. Approximately 50 percent of physics undergraduates engage in substantive research during their course of study-often starting with Research Project I,II,III (PHYS 491, 492, 493). Contact the advising coordinator for more information.

Required courses must be taken for letter grades, with the exception of Supervised Tutoring (PHYS 409), and a grade point average of 2.00 (mid-C) or better must be earned in these courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample Programs

The following sample programs are designed for students who are preparing for employment in industry and choose the applied physics emphasis or who are preparing for graduate studies and choose the physics emphasis. The programs assume that students are prepared to take calculus in their freshman year. Consult the physics advising coordinator for assistance in planning a specific program adapted to a student's individual needs. In addition to general graduation requirements, students should plan to take the following courses:

Common Curriculum

Freshman Year	**35 credits**
General Chemistry (CH 221, 222)	8
Foundations of Physics I (PHYS 251, 252, 253)	12
Foundations of Physics Laboratory (PHYS 290), three terms	3
Calculus I,II,III (MATH 251, 252, 253)	12

Sophomore Year	**28 credits**
Introduction to Differential Equations (MATH 256)	4
Several-Variable Calculus I,II (MATH 281, 282)	8
Foundations of Physics II (PHYS 351, 352, 353)	12
Physics Experimentation Data Analysis Laboratory (PHYS 391)	4

Applied Physics Emphasis

Junior Year	**24 credits**
Introduction to Quantum Mechanics (PHYS 354)	4
Mechanics, Electricity, and Magnetism (PHYS 412, 413)	8
Electromagnetism (PHYS 422)	4
Analog Electronics (PHYS 431), Digital Electronics (PHYS 432)	8

Senior Year	**20 credits**
Classical Optics and Modern Optics (PHYS 424, 425)	8
Modern Optics Laboratory (PHYS 426)	4
Design of Experiments (PHYS 481)	4
Research Project I,II,III (PHYS 491, 492, 493)	4

Physics Teaching Emphasis

Junior Year	**26 credits**
Topics in Astrophysics (ASTR 321)	4
Introduction to Quantum Mechanics (PHYS 354)	4
Supervised Tutoring (PHYS 409)	6
Physics Demonstrations (PHYS 420)	4
Analog Electronics (PHYS 431), Digital Electronics (PHYS 432)	8

Senior Year	**8 credits**
Research Project I,II,III (PHYS 491, 492, 493)	8

Physics Emphasis

Junior Year	**24-28 credits**
Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)	12
Electromagnetism (PHYS 422)	4
Upper-division laboratory (e.g. PHYS 426, 431, 432, 491, 492, 493)	4-8

Mathematics or physics electives or both	4

Senior Year	**28-32 credits**
Quantum Physics (PHYS 414, 415)	8
Topics in Quantum Physics (PHYS 417)	4
Upper-division laboratory (e.g., PHYS 426, 431, 432, 491, 492, 493)	4-8
Physics or mathematics electives or both	12

Sample Programs for Transfer Students

These sample programs are for transfer students who have completed two years of college work including one year of calculus, one year of general physics with laboratories, one year of general chemistry, and as many as possible of the university requirements for the bachelor's degree. In addition to graduation requirements for the bachelor's degree, transfer students should plan to take the following courses, depending on their area of emphasis:

Applied Physics Emphasis

Junior Year	**32 credits**
Introduction to Differential Equations (MATH 256)	4
Several-Variable Calculus I,II (MATH 281, 282)	8
Foundations of Physics II (PHYS 351, 352, 353)	12
Introduction to Quantum Mechanics (PHYS 354)	4
Physics Experimentation Data Analysis Laboratory (PHYS 391)	4
Senior Year	**28-32 credits**
Mechanics, Electricity, and Magnetism (PHYS 412, 413)	8
Electromagnetism (PHYS 422)	4
Classical Optics (PHYS 424) and Modern Optics (PHYS 425)	8
Upper-division laboratory (e.g., PHYS 431, 432, 491, 492, 493)	4-8
Design of Experiments (PHYS 481)	4

Physics Teaching Emphasis

Junior Year	**30 credits**
Topics in Astrophysics (ASTR 321)	4
Introduction to Quantum Mechanics (PHYS 354)	4
Biological Physics (PHYS 362)	4
Supervised Tutoring (PHYS 409)	6
Physics Demonstrations (PHYS 420)	4
Analog Electronics (PHYS 431), Digital Electronics (PHYS 432)	8
Senior Year	**8 credits**
Research Project I,II,III (PHYS 491, 492, 494)	8

Physics Emphasis

Junior Year	**28 credits**
Introduction to Differential Equations (MATH 256)	4

Several-Variable Calculus I,II (MATH 281, 282)	8
Foundations of Physics II (PHYS 351, 352, 353)	12
Physics Experimentation Data Analysis Laboratory (PHYS 391)	4

Senior Year	**40-44 credits**
Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)	12
Quantum Physics (PHYS 414, 415)	8
Topics in Quantum Physics (PHYS 417)	4
Electromagnetism (PHYS 422)	4
Upper-division laboratory (e.g., PHYS 424, 425, 426, 431, 432, 491, 492, 493)	4-8
Mathematics or physics electives or both	8

Honors

To be recommended by the faculty for graduation with honors in physics, a student must complete at least 46 credits in upper-division physics courses, of which at least 40 credits must be taken for letter grades, and earn at least a 3.50 grade point average in these courses.

As an alternative, undergraduate research leading to the defense of a thesis accompanied by at least a 3.30 grade point average can lead to recommendation for graduation with honors. Contact the director of undergraduate studies for more information.

Minor Requirements

Students seeking a minor in physics must complete a minimum of 24 credits in physics, of which at least 15 must be upper division. These credits must include Foundations of Physics II (PHYS 351, 352, 353) or Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). Four credits in Physics Experimentation Data Analysis Laboratory (PHYS 391) or a 4-credit 400-level physics course completes the upper-division requirements. Course work must be completed with grades of C- or better or P. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

Prospective minors must take Foundations of Physics I (PHYS 251, 252, 253) or the equivalent. General Physics (PHYS 201, 202, 203) may be substituted with the physics undergraduate advisor's approval.

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor's degree in physics from Oregon and one in engineering from OSU. For more information, see Preparatory Programs in the **Academic Resources** section of this catalog.

Engineering students interested in semiconductor process engineering or polymer science may be interested in the nationally recognized industrial internship master's program sponsored by the UO Materials Science Institute. For more information, see Materials Science Institute in the **Research Institutes and Centers** section of this catalog.

Preparation for Kindergarten through Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in physics and integrated sciences and a program for elementary teaching. Students considering a career pathway to teaching should consider following the physics teaching emphasis to prepare for the licensure programs. More information is available from the department's education advisor, 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 (MA), master of science (MS), and doctor of philosophy (PhD) degrees in physics with a

variety of opportunities for research. Current research areas include astronomy and astrophysics, biophysics, condensed matter physics, elementary particle physics, and optical physics.
The interdisciplinary Institute of Theoretical Science houses theoretical research in some of the above areas as well as in areas of overlap between chemistry and physics.

The Center for High Energy Physics conducts research in particle physics, much of it in laboratories outside Oregon.

The Materials Science Institute and the Oregon Center for Optics provide facilities, support, and research guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to understanding physical systems.

Cooperative programs of study are possible in molecular biology through the Institute of Molecular Biology.

Pine Mountain Observatory

Pine Mountain Observatory, operated by the Department of Physics for research and advanced instruction in astronomy, is located thirty miles southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6,300 feet above sea level. The observatory has three telescopes-fifteen inches, twenty-four inches, and thirty-two inches in diameter-the largest governed by computer. All are Cassegrain reflectors. A wide-field CCD camera is available on the thirty-two-inch telescope. The site has an astronomers' residence building and a caretaker's house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year round.

Admission and Financial Aid

For admission to graduate study, a bachelor's degree in physics or a related area is required with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is required. Students from non-English-speaking countries must demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Information about the department and the Graduate Admission Application are available through the department's website.

Financial aid in the form of graduate teaching or research fellowships (GTFs) is available on a competitive basis to PhD students. GTFs require approximately sixteen hours of work a week and provide a stipend and tuition waiver. New students are typically eligible only for teaching fellowships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

To ensure equal consideration for fall term admission, the deadline for applications for financial aid is January 15. Late applications for admission may be considered until July 15.

Degree Requirements

Entering students should consult closely with their assigned advisors. 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 MS degree, an alternative to the research-based PhD. It is designed to serve physics students whose primary interests lie in applied research and development rather than in basic research.

Admission. An important component of this degree program, the industrial internships, is administered by the

Materials Science Institute. Students must apply to the institute for admission to the industrial internship program, which is a prerequisite for admission to the master's program in applied physics. The internships in local and regional industries are designed to enhance the ability of physics graduates to obtain good jobs after graduation. Qualified students can complete this program in one year. Further information is available on the department website.

Requirements

1. A minimum of 24 graded credits in 500- or 600-level courses, a minimum of 10 credits in an industrial internship position, and a total number of credits between 45 and 53 (see 3 below) are required for the degree. A grade of B- or better must be achieved in each course applied to the graded-credit total. The overall GPA in physics courses must be 3.00 or better
2. At least 9 credits in 600-level courses are required by the Graduate School. Other Graduate School requirements, including time limits, must also be satisfied
3. Total credits required for the degree depend on the number of graded credits and internship credits the student earns. This allows flexibility in adjusting the balance between course work and the internship experience. The more graded credits a student earns, the fewer total credits are required for the degree. The minimum total required is 45 credits if the student earns 32 or more graded credits. The minimum required is 53 credits if the student earns only 24 graded credits. In general, 1 credit is added to the minimum total of 45 for each graded credit less than 32 a student earns. For example, a student who earns 28 graded credits needs a minimum total of 49 credits
4. The internship requirement must be fulfilled through the industrial internship program. Internship credits are taken pass/no pass. A student typically earns 10 credits for every three months of full-time internship experience
5. Graded credits must be selected from an approved departmental list. This list includes Modern Optics Laboratory (PHYS 526); Digital Electronics (PHYS 532); Design of Experiments (PHYS 581); and one from either Advanced Analog Electronics (PHYS 618) or Advanced Digital Electronics (PHYS 619)

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 advisor

Master of Science or Arts in Physics

The department offers a master of science or master of arts degree in physics. Typically this degree is based on course work and the master's final examination. Detailed requirements can be found in the Graduate Student Handbook on the department's website.

Candidates must pass a master's examination or submit a written thesis or take a program of specialized courses. A single exam covering the four core subject areas-mechanics; electricity, magnetism, and optics; modern physics and quantum mechanics; and thermal and statistical physics-is used for both the master's and doctoral qualifying examinations. For the master's exam, a separate total score is obtained by removing, in each core area, the student's problem with the lowest score. Material covered by the combined exam is primarily at the level of advanced undergraduate physics, but as much as one-third of the exam tests core graduate-level material. The examination is given each fall and spring, and master's candidates must pass the examination by spring of the second year of study. The thesis option requires a minimum of 9 credits in Thesis (PHYS 503) or 3 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 503). The specified-courses option requires 40 graduate credits in physics, 36 of which must be selected from a list of courses approved by the department.

In addition to all the preceding requirements, candidates for the master of arts (MA) degree must demonstrate foreign-language proficiency.

The master's degree program is typically completed in four terms, unless sufficient transfer credits are available, in which case it can be obtained in three.

Doctor of Philosophy

The doctor of philosophy degree (PhD) in physics is based primarily on demonstrated knowledge of physics and doctoral dissertation research. PhD students must achieve qualifying scores on the master's and doctoral combined examination discussed above, and are required to pass the qualifying exam before the beginning of their third year of study. Students also must take and pass the core graduate sequences-Theoretical Mechanics (PHYS 611, 612), Statistical Physics (PHYS 613, 614), Electromagnetic Theory (PHYS 621, 622, 623), and Quantum Mechanics (PHYS 631, 632, 633)-as well as six "breadth" courses beyond the core. These breadth courses can be chosen from several areas of physics and allied areas such as mathematics, chemistry, and

biology. At least two of the courses must be in a sequence.
Next, students must locate an advisor and an advisory committee, who then administer a comprehensive oral examination testing whether the student is ready to undertake dissertation research. The heart of the PhD requirements is then research leading to a doctoral dissertation.

Detailed information is available in the Graduate Student Handbook on the department's website.

Physics Courses (PHYS)

101, 102 Essentials of Physics (4,4) Fundamental physical principles. **101:** mechanics. **102:** heat, waves, and sound; electricity and magnetism.
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, Color, and Vision (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.

156 (M) Scientific Revolutions (4) For nonscience majors. Surveys several major revolutions in views of the natural and technological world, focusing on scientific concepts and methodological aspects. Multilisted with GEOL 156M.

157 (M) Information, Quantum Mechanics, and DNA (4) For nonscience majors. Introduction to the physical and chemical concepts explaining how information is stored in and transmitted by physical objects and molecules, including DNA. Multilisted with CH 157M.

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.

163 Nanoscience and Society (4) Explores the science behind scale-dependent properties of matter, focusing on its applications in futuristic nanotechnologies and the social and political issues that it raises.

171 The Physics of Life (4) Explores how physical laws guide the structure, function, and behavior of living organisms, and examines the physical properties of biological materials. Topics span microscropic and macroscopic scales.

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 series. **201:** mechanics and fluids. **202:** thermodynamics, waves, optics. **203:** electricity, magnetism, modern physics. Prereq for 201: MATH 112; prereq for 202, 203: PHYS 201.

204, 205, 206 Introductory Physics Laboratory (2,2,2) Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Pre- or coreq: PHYS 201, 202, 203.

251, 252, 253 Foundations of Physics I (4,4,4) Sequence. **251:** Newtonian mechanics; units and vectors; one-dimensional motion; Newton's laws; work and energy; momentum and collisions. Prereq: MATH 112 or equivalent; coreq: MATH 251 or equivalent. **252:** vibrations and waves; oscillations; wave mechanics; dispersion; modes; introductory optics. Coreq: MATH 253 or equivalent. **253:** electricity and magnetism; charge and electric field; electric potential; circuits; magnetic field; inductance. Coreq: MATH 252 or equivalent.

290 Foundations of Physics Laboratory (1R) Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Coreq: PHYS 251, 252, 253. **R** twice for maximum of 3 credits.

301 Physicists' View of Nature (4) Illustrates physics concepts through the work of prominent physicists. The classical view-mechanics, electrical science, thermal physics. Junior standing required.

351, 352, 353 Foundations of Physics II (4,4,4) Sequence. **351:** introduction to relativity and quantum physics with applications to atomic, solid-state, nuclear, and astro-particle systems. **352:** thermodynamic systems; first and second laws; kinetic theory of gases; entropy. **353:** thermal radiation; Maxell-Boltzmann statistics; Fermi and Bose gases; phase transitions. Prereq: MATH 253, PHYS 253; coreq: MATH 256 or 281.

354 Introduction to Quantum Mechanics (4) Introductory treatment of quantum mechanics with an applied

focus. Topics include square well potential, Bragg reflection, and de Broglie waves. Prereq: PHYS 352.
361 Modern Science and Culture (4) Examination of 19th century and early 20th century science in a cultural context.

362 Biological Physics (4) Physical principles governing biological systems. Topics include molecular machines, DNA and other macromolecules, signaling and information transfer, entropic forces, and physical mechanisms of self-organization. Prereq: PHYS 353.

391 Physics Experimentation Data Analysis Laboratory (4) Practical aspects of physics experimentation, including data acquisition, statistical analysis, and introduction to scientific programming, and use of Fourier methods for data analysis. Prereq: PHYS 253 or equivalent.

399 Special Studies: [Topic] (1-5R)

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

403 Thesis (1-12R)

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

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring (1-3R)

410/510 Experimental Course: [Topic] (1-4R)

411, 412, 413 Mechanics, Electricity, and Magnetism (4,4,4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Series. Prereq: MATH 282. Only nonmajors may earn graduate credit.

414, 415/515 Quantum Physics (4,4) Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Pre- or coreq: PHYS 411, 412/512, 413/513. Only nonmajors may earn graduate credit.

417/517 Topics in Quantum Physics (4) Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory. Prereq: PHYS 415/515. Only nonmajors may earn graduate credit.

420 Physics Demonstrations (4) Focuses primarily on the resources, methods, and techniques for conveying an understanding of physics principles through physics demonstrations and laboratory experiments. Prereq: PHYS 253. Offered alternate years.

422 Electromagnetism (4) Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided waves, antennas, and other related phenomena. Prereq: PHYS 413/513.

424 Classical Optics (4) Geometrical optics, polarization, interference, Frauenhofer and Fresnel diffraction. Prereq: PHYS 413/513.

425 Modern Optics (4) Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing. Prereq: PHYS 424/524 or equivalent.

426/526 Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. Prereq: PHYS 425/525.

431 Analog Electronics (4) Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Integrated circuit operational amplifiers. Prereq: PHYS 203 or equivalent; knowledge of complex numbers; MATH 256.

432 Digital Electronics (4) Digital electronics including digital logic, measurement, signal processing and control. Introduction to computer interfacing. Prereq: PHYS 203 or equivalent; MATH 253.

481/581 Design of Experiments (4) Applies statistics to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes factorial designs.

491, 492, 493 Research Project I,II,III (2-4,2-4,2-4) For physics and other science majors. Entails construction and use of apparatus, interfaces, and computers to perform technically sophisticated experiments, analyze, and communicate results. Prereq: PHYS 391 or 399.

503 Thesis (1-16R)

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

603 Dissertation (1-16R)

604 Internship: [Topic] (1-16R) Coreq: good standing in applied physics master's degree program.

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

607 Seminar: [Topic] (1-4R) Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.

608 Workshop: [Topic] (1-16R)

609 Supervised Tutoring (1-3R)

610 Experimental Course: [Topic] (1-4R)

611, 612 Theoretical Mechanics (4,2) Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies.

613, 614 Statistical Physics (2,4) Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter.

619 Advanced Digital Electronics (4) Topics include sequential logic, amplifier noise, data conversions, computer interfacing.

622, 623 Electromagnetic Theory (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 Elementary Particle Phenomenology (4,4) Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Prereq: PHYS 633.

665, 666 Quantum Field Theory (4,4) Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Prereq: PHYS 634.

671 Solid State Physics (4) Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Prereq: PHYS 633.

674, 675 Theory of Condensed Matter (4,4) Advanced topics include quantum and statistical description of many-particle systems, electronic structure, elementary excitations in solids and fluids, critical phenomena, statics and dynamics of soft condensed matter. Topics and emphasis vary.

684, 685 Quantum Optics and Laser Physics (4,4) Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Prereq for 684: undergraduate quantum mechanics; coreq for 685: PHYS 631, 632.

Astronomy Courses (ASTR)

121 The Solar System (4) Naked-eye astronomy, development of astronomical concepts, and the solar system.

122 Birth and Death of Stars (4) The structure and evolution of stars.

123 Galaxies and the Expanding Universe (4) Galaxies and the universe.

321 Topics in Astrophysics (4) Problem solving of the orbits, kinematics, and dynamics of astronomical systems, structure and evolution of stars and galaxies. Instructor's consent is required for nonscience majors. Pre- or coreq: MATH 251, 252; PHYS 251, 252 or equivalents.

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Political Science

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Faculty

Deborah Baumgold, professor (history of political thought). BA, 1971, Oberlin; MA, 1975, PhD, 1980, Princeton. (1987)

Gerald Berk, professor (American politics, political development, political economy). BA, 1977, Clark; PhD, 1987, Massachusetts Institute of Technology. (1994)

Erin Beck, assistant professor (Latin American politics; micropolitics; women, gender, and development). BA, 2004, Providence College; MA, 2007, PhD, 2012, Brown. (2012)

Anita Chari, assistant professor (political theory). BA, 2001, Georgetown; MA, 2003, PhD, 2008, Chicago. (2010)

Jane K. Cramer, associate professor (international relations, international security, U.S. foreign policy). BA, 1986, Oberlin; PhD, 2002, Massachusetts Institute of Technology. (2000)

Dennis C. Galvan, professor (Africa, development, comparative politics). See **International Studies**.

Alison Gash, assistant professor (public law). BA, 1995, Vassar College; MPA-URP, 2000, Princeton; MA, 2004, PhD, 2010, California, Berkeley. (2010)

Burke Hendrix, assistant professor (normative political theory, indigenous politics, global justice). BA, 1992, Linfield College; MA, 2000, PhD, 2002, Colorado, Boulder. (2012)

Daniel HoSang, associate professor (racial and ethnic politics, U.S. politics). See **Ethnic Studies**.

Craig Kauffman, assistant professor (environmental politics, global governance, democratization). BA, 1992, College of Wooster; MS, 1996, George Mason; PhD, 2012, George Washington. (2012)

Karrie Koesel, assistant professor (comparative politics, Chinese and Russian politics). BA, 1997, Drake; MA, 2001, Notre Dame; PhD, 2009, Cornell. (2009)

Joseph E. Lowndes, associate professor (U.S. politics). BA, 1990, Antioch College; MA, 1996, New School for Social Research; PhD, 2004, New School University. (2003)

Ronald B. Mitchell, professor (environmental politics, international relations). BA, 1981, Stanford; MPP, 1985, PhD, 1992, Harvard. (1993)

Mikhail Myagkov, professor (comparative politics, formal political theory). BS, 1990, Moscow Institute of Physics and Technology; MS, 1994, PhD, 1996, California Institute of Technology. (1996)

Craig Parsons, professor (comparative politics, European politics). BA, 1992, Stanford; CEP, 1993 Institut d'Etudes Politiques; MA, 1994, PhD, 1999, California, Berkeley. (2004)

Lars Skalnes, associate professor (international political economy, international relations). CandMag, 1984, Bergen; MA, 1989, PhD, 1993, California, Los Angeles. (1992)

Priscilla Southwell, professor (political behavior, U.S. and European politics). BA, 1974, MA, 1977, Colorado; PhD, 1983, North Carolina, Chapel Hill. (1981)

David Steinberg, assistant professor (international relations). BA, 2003, McGill; MA, 2006, PhD, 2010, Northwestern. (2010)

William Terry, assistant professor (U.S. politics, statistical analysis, formal political theory). BA, 2002, Washington (St. Louis); MS, 2004, California Institute of Technology; PhD, 2010, California, San Diego. (2012)

Daniel Tichenor, Philip H. Knight Professor of Social Science (American presidency, interest groups and social movements, U.S. political institutions). BA, 1988, Earlham College; PhD, 1996, Brandeis. (2008)

Tuong Vu, associate professor (comparative politics, political economy of Southeast Asia). BA, 1987, Vietnam National, Ho Chi Minh City; BA, 1994, Minnesota, Twin Cities; MPA, 1997, Princeton; PhD, 2004, California, Berkeley. (2007)
Priscilla Yamin, associate professor (U.S. politics and history, gender studies, feminist theory). BA, 1990, Wisconsin, Madison; MA, 1996, PhD, 2005, New School for Social Research. (2007)

Emeriti

William H. Baugh, associate professor emeritus. SB, 1963, Massachusetts Institute of Technology; MS, 1965, Rochester; MA, 1971, PhD, 1973, Indiana. (1978)

Daniel Goldrich, professor emeritus. BA, 1955, Antioch; MA, 1957, PhD, 1959, North Carolina, Chapel Hill. (1963)

Arthur M. Hanhardt Jr., professor emeritus . BA, 1953, Rochester; M.A, 1958, Colgate; Ph.D, 1963, Northwestern. (1963)

Richard Kraus, professor emeritus. BA, 1966, Grinnell; certificate (East Asian Institute), 1969, MA, 1969, PhD, 1974, Columbia. (1983)

Jerry F. Medler, associate professor emeritus. BA, 1963, Northwestern; MA, 1965, PhD, 1966, Oregon. (1968)

John M. Orbell, professor emeritus. BA, 1957, MA, 1960, New Zealand; PhD, 1965, North Carolina, Chapel Hill. (1967)

Richard P. Suttmeier, professor emeritus. AB, 1963, Dartmouth; PhD, 1969, Indiana. (1990)

M. George Zaninovich, professor emeritus. BA, 1953, MA, 1959, PhD, 1964, Stanford. (1966)

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

Participating

Stuart Chinn, law

Gordon Lafer, Labor Education and Research Center

About the Department

The Department of Political Science offers courses on a variety of topics, including U.S. politics, international relations, comparative politics, political theory, and methods of social science research.

Careers. Political science majors follow different paths after earning their undergraduate degrees. Many apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor's degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; self-employment; and teaching. Recent surveys indicate that students who combine university studies with either work or internships in local governmental agencies are more likely than majors without such experience to obtain governmental employment after graduation.

Undergraduate Studies

The Department of Political Science offers a program leading to a bachelor of science (BS) or a bachelor of arts (BA) degree. This program is designed to (1) provide a systematic understanding of the political process; (2) provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and the teaching of social studies; (3) prepare students for graduate work leading to professional careers in political science.

Curriculum

Courses at the 100 and 200 levels are introductory, basic to building a major in political science. Students are encouraged to take 200-level courses to best prepare for upper-division political science courses. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, certain 300- and 400-level courses may have prerequisites. Students are advised to have at least 8 credits in political science before taking 400-level courses.

Major Requirements

1. A minimum of 48 credits in undergraduate political science courses; of these, a minimum of 32 credits must be upper division
2. The 48 credits that satisfy major requirements must be taken for letter grades and passed with C- or better with the exception that one course (as many as 4 credits) may be taken pass/no pass (P/N). Courses such as Thesis (PS 403) and Honors Thesis Prospectus (PS 411) are offered pass/no pass only and may be applied to the 48 credits. Credits earned in Practicum (PS 409) may not be applied to the major
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), Honors Thesis Prospectus (PS 411), and Overseas Studies: Internship (OINT 488) may be applied toward the 48-credit requirement. These courses do not fulfill a subfield requirement. OINT 488 is subject to preapproval by the political science department
4. No more than 10 credits of Field Studies (PS 406) or Overseas Studies: Internship (OINT 488) may be applied toward the 48 credits. This work must be done under the direction of a faculty member who, prior to registration, must approve and set up academic criteria to evaluate the work. Credit for Field Studies (PS 406) or Overseas Studies: Internship (OINT 488) must be earned at the University of Oregon
5. Work completed in Special Studies (PS 199 or 399), Seminars (PS 407), or Experimental Courses (PS 410) may be included in the 48-credit requirement and counted toward a subfield requirement
6. Students must take one 200-level course in each of three subfields (United States politics, international relations, comparative politics) and one 200-400-level course in the political theory subfield. Students must also take one additional 300-400-level course in three of the four subfields listed above. A minimum of two 400-level courses are required. A complete list of courses and their assigned subfields is available on the department website. Course subfields are also indicated by notes in the class schedule
7. Students must take one 300-400-level course designated as "writing intensive." A list of courses designated as "writing intensive" is available on the department website and indicated by a note 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 BA or BS 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. Students who are considering a second bachelor's degree and have prior political science credits should consult with the undergraduate advisor, John Davidson. Some of these prior credits may not be applicable to the second bachelor's degree.

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, plus a 3.70 GPA or above in the political science major through the winter term prior to graduation (requests for exceptions may be made to the department head), (2) take Honors Thesis Prospectus (PS 411) during fall term of the academic year in which the thesis is completed, and (3) register for 4 credits in Thesis (PS 403). The thesis must be completed at least one term before the term of graduation. An honors committee reviews the student's performance on the thesis and on courses taken during the senior year before making a final decision about granting the honors distinction.

Minor Requirements

The minor in political science requires 24 credits including 16 upper-division credits. These 24 credits must be taken for letter grades and passed with grades of C- or better. Only 6 of these credits may be in Research (PS 401), Reading and Conference (PS 405), and Workshop (PS 408). As many as 8 credits may be transferred from another institution.

Thesis (PS 403), Field Studies (PS 406), Practicum (PS 409), Honors Thesis Prospectus (PS 411), and Overseas Studies: Internship (OINT 488) do not count toward the minor. The minor in political science does not have a subfield requirement.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in political science are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the **College of Education** section of this catalog.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and to enable them to understand and participate in public affairs.

Regular members of the department and visiting faculty members offer advanced courses and seminars in most fields of political science. Both individual research projects and interdisciplinary collaborative projects-which often involve graduate students as collaborators-are under way in such diverse areas as international political economy, experimental studies of rational choice, American political development, comparative economic and political development, political change in East Asia, European integration and comparative federalism, political parties, race and gender politics, and international environmental politics and climate change.

Admission

Minimum admission requirements for the master's and doctoral degree programs include the following:

1. Official transcripts showing a grade point average (GPA) of 3.00 or higher for all undergraduate and graduate academic work
2. Recommendations from at least three teachers from whom courses have been taken
3. Official scores on the Graduate Record Examinations (GRE) taken within the last five years. Tests taken prior to August 1, 2011 require a minimum combined verbal and quantitative scores of 1100. Tests taken after August 1, 2011 require a minimum combined verbal and quantitative scores of 300
4. International students from non-English-speaking countries must submit results from one of the following standardized language tests: Test of English as a Foreign Language (TOEFL) with a minimum score of 575 (paper-based) or 88 (Internet-based); International English Language Testing System (IELTS) with a minimum score of 7.0
5. A statement of purpose prepared by the student
6. Other evidence that may be helpful in reaching a decision. Although an undergraduate major in political science is not a prerequisite for admission, the committee takes into consideration previous academic work in political science

Application information and information about the graduate program and graduate teaching fellowships may be obtained by visiting the department's website. The deadline for fall-term admission and graduate teaching fellowship applications is February 1.

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 MS and MA degree requirements.

Doctoral Program

This program is designed to allow the well-prepared student to complete course requirements for the PhD in two years of full-time study. Students complete a research paper in their second year and take comprehensive examinations during their third year, followed by preparation of a dissertation. Requirements for the PhD in political science include the following:

1. Completion of 100 credits (18 credits are for dissertation) beyond the bachelor's degree. PS 601, 605, and 606 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. Demonstrated proficiency in quantitative and qualitative research methods
4. Completion of a research paper, with an oral defense, no later than the sixth term of enrollment (excluding summer)

5. Completion of required seminars in the two area fields in which the student takes comprehensive examinations. Students should take these seminars as early as possible, and prior to examination

6. Passing two comprehensive examinations: one major field and one minor field, selected from the list below. Each field comprises several themes from which the student must choose a subset

- Classical and contemporary political theory
- Comparative politics
- Formal theory and methodology
- International relations
- Public policy
- United States politics

7. After passing the comprehensive examinations, completion of 18 credits in Dissertation (PS 603), to be taken while completing the PhD dissertation

8. 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) R when topic changes.

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.

203 State and Local Government (4) Compares political behavior, governmental institutions, and public policies in American states; special attention given to Oregon.

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.

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.

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.

260 Public Policy and Democracy (4) Explores how American political ideals, interests, institutions, and history shape public policy, focusing on issues such as education, immigration, welfare, and civil liberties.

275 Legal Process (4) Overview of the United States legal system. Covers a range of sociolegal writing and provides a context for the legal system under which the U.S. operates.

297 Introduction to Environmental Politics (4) United States environmental policy and alternative environmental political futures.

301 Art and the State (4) Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism. Prereq: PS 201 or 204.

308 United States Political Thought (4) Development of United States political thought from the Revolution through the 20th century. Includes writings of Jefferson, Paine, Madison, Tocqueville.

321 Introduction to Political Economy (4) Systematic comparison of markets and political processes and their outcomes.

324 European Politics (4) Overview of the formation and current dynamics of national politics in Western Europe. Prereq: PS 204.

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. Prereq: PS 205.

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. Prereq: PS 204.

340 International Political Economy (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. EC 201, 202, and PS 205 recommended preparation. Prereq: PS 205.

342 Politics of China (4) Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization.

345 Southeast Asian Politics (4) Surveys major themes in contemporary Southeast Asian politics, including nation-state building, economic development, authoritarianism and democracy, and religious and ethnic politics. Pre- or coreq: Any lower-division core political science course.

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.

348 Women and Politics (4) Examines the political role of women and questions of equality in the U.S. from historical and contemporary perspectives. Topics may include voting, welfare, reproductive rights, and representation. Prereq: PS 201.

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. Prereq: one from PS 201, 203, 260.

350 Politics and Film (4) Examines the political relevance of films and their role as a medium for illustrating, defending, and challenging political ideas.

352 Political Parties and Elections (4) Overview of current developments in political parties and interest groups in the United States.

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.

375 Race, Politics, and the Law (4) Examines the development and transformation of race-based domination and resistance in the United States by examining the intersection of policy and law.

377 Gods and Governments (4) Examines the politics of religion in a contemporary global context.

378 Games in Politics (4) Politics viewed as strategic interactions among politicians, voters, and countries; focuses on how to model these interactions using tools of game theory.

379 United States Political Culture (4) Introduces some of the key themes in U.S. political culture, including religion, liberalism, democracy, race, gender, and empire.

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.

388 Mafia and Corruption in Russia (4) Focuses on the Mafia, corruption, and organized crime as integral parts of Russia's transition to democracy, and their relationships with the state.

389 Direct Democracy (4) Explores the way issues such as affirmative action, same-sex marriage, and immigration have been debated through ballot initiatives; utilizes simulated campaign exercises.

399 Special Studies: [Topic] (1-5R) R when topic changes.

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. **R** when topic changes.

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. **R** when topic changes.

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. Major with honors standing required.

420/520 International Organization (4) Studies the efforts by states to cooperate, to avoid, or to resolve conflict in the realms of security, trade, human rights, and the environment. Prereq: PS 205.

430/530 Political Theory: Ancient and Medieval (4) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas.

431/531 Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, and Rousseau.

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.

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.

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. Prereq: PS 205.

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.

446/546 Methods for Politics and Policy Analysis II (4) Survey of multivariate model building for political analysis. Multiple regression, discrete-variable techniques, recursive systems, and cross-level analysis. Application of these techniques to concrete political problems. Prereq: PS 445/545.

449/549 Racial Politics in the United States (4) Considers how race has interacted with political development in the U.S., from the New Deal to the present.

455/555 Theories of International Politics (4) Competing theories of international relations and strategies for testing the theories. Prereq: PS 205.

458/558 Feminist Political Theories (4) Examines the relationship between feminism, gender, and the state. Offered alternate years.

460/560 Political Economy of East Asia (4) Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation. Offered alternate years.

463/563 Government and Politics of Latin America (4) Historical and contemporary social, political, and economic developments in Latin America; causes and consequences of revolutions, democratization, market-oriented policies; regional trends with examples from Mexico, Guatemala, Argentina, Chile, and Peru.

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. Prereq: PS 201 or 260.

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: one from PS 201, 260, 275.

471/571 Intergenerational Justice (4) Examines the ethical and legal obligations that exist between earlier and later generations within a political society.

472/572 Matters of Life and Death (4) Examines the right to life from political, legal, and philosophical perspectives. Considers abortion, capital punishment, assisted suicide, just-war theory, and animal rights.

475/575 Politics of the European Union (4) Surveys the historical development and current workings of the European Union's major institutions and policies. Prereq: PS 204. Offered alternate years.

477/577 International Environmental Politics (4) How nations solve international environmental problems.

Explores major problems, processes, and current debates. Evaluates existing treaties through case studies. Prereq: ENVS 201 or PS 205.

479/579 United States 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 Introduction to Rational Choice (4) Introduces the paradigm of rational choice and game theory that is of special significance to politics.

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. Prereq: one from PS 201, 260, 275.

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: one from PS 201, 260, 275.

491 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.

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. **503 Thesis (1-16R)**

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-16R)

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-4R)

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

612 Qualitative Methods (5) Survey of rationales for qualitative methods in the social sciences and the main conceptual and practical issues raised in qualitative research. Offered alternate years.

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) Not offered 2013-14.

622 Political Theory (5) Survey of major works in the field of classical and contemporary political theory.

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.

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Psychology

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Faculty

Jennifer Ablow, associate professor (developmental psychopathology, attachment, interpersonal emotional arousal and regulation). BA, 1988, Colorado, Boulder; PhD, 1997, California, Berkeley. (1999)

Holly Arrow, professor (group dynamics, psychology of war). BA, 1977, Elmira; MFA, 1982, Colorado; MA, 1995, PhD, 1996, Illinois, Urbana-Champaign. (1996)

Edward Awh, professor (working memory, selective attention, functional neuroimaging). BA, 1989, Northwestern; PhD, 1996, Michigan. (1998)

Dare A. Baldwin, professor (language acquisition, semantic development, cognitive development). BA, 1982, California, Berkeley; MSc, 1984, California, Santa Cruz; PhD, 1989, Stanford. (1993)

Elliot Berkman, assistant professor (affective neuroscience, self-regulation, quantitative methods for neuroimaging). BA, 2002, Stanford; PhD, 2009, California, Los Angeles. (2010)

Paul Dassonville, associate professor (cognitive neuroscience, perception, sensorimotor integration). BS, 1986, Texas A & M; PhD, 1992, California, Los Angeles. (1999)

Kimberly Andrews Espy, professor (developmental cognitive neuroscience); vice president for research and innovation; dean, Graduate School. BA, 1985, Rice; MA, 1988, PhD, 1994, Houston. (2011)

Philip A. Fisher, professor (prevention research, stress neurobiology, foster care). BA, 1986, Bowdoin College; MS, 1990, PhD, 1993, Oregon. (2008)

Jennifer J. Freyd, professor (trauma psychology). BA, 1979, Pennsylvania; PhD, 1983, Stanford. (1987)

Gordon C. Nagayama Hall, professor (sociocultural context of psychopathology, sexual aggression). BS, 1977, Washington (Seattle); PhD, 1982, Fuller Theological Seminary. (2001)

Sara D. Hodges, professor (social cognition, construction of social judgments). BA, 1989, Rhodes; MA, 1992, PhD, 1995, Virginia. (1995)

Clifford Kentros, associate professor (systems neuroscience, spatial memory, genetics). BA, 1988, South Florida; PhD, 1996, New York University. (2003)

Heidemarie K. Laurent, courtesy research associate (biology of stress regulation, interpersonal relationships, mindfulness). BA, 2001, Scripps College; PhD, 2008, Massachusetts, Amherst. (2013)

Robert Mauro, associate professor (social, emotions, psychology and law). AB, 1979, Stanford; MS, 1981, Yale; PhD, 1984, Stanford. (1984)

Ulrich Mayr, Robert and Beverly Lewis Professor in Neuroscience (cognitive, cognitive aging, neurocognitive analysis). BA, 1988, PhD, 1992, Berlin. (2000)

Jeffrey Measelle, associate professor (developmental psychology, emotional development, family). BA, 1985 Brown; PhD, 1997, California, Berkeley. (1999)

Pranjal Mehta, assistant professor (social neuroscience, status hierarchies, social decision-making). BA, 1999, Williams College; PhD, 2007, Texas, Austin. (2011)

Louis J. Moses, professor (social and cognitive development). BA, 1983, Western Australia; PhD, 1991, Stanford. (1993)

Helen Neville, Robert and Beverly Lewis Chair in Neuroscience; professor (cognitive neuroscience). BA, 1968, British Columbia; MA, 1970, Simon Fraser; PhD, 1975, Cornell. (1995)

Jennifer Pfeifer, assistant professor (developmental and social cognitive neuroscience, adolescent self-perception and emotion processing). BA, 2000, Stanford; MA, 2003, PhD, 2007, California, Los Angeles. (2008)

Gerard Saucier, professor (personality beliefs and values, psychometrics). BA, 1978, North Carolina, Chapel

Hill; MA, 1984, PhD, 1991, Oregon. (1997)
Margaret E. Sereno, associate professor (visual cognition, neural network modeling, brain imaging). BA, 1983, Northern Illinois; PhD, 1989, Brown. (1991)

Azim Shariff, assistant professor (religion, morality, cultural and evolutionary psychology). BSc, 2004, Toronto; MA, 2006, PhD, 2010, British Columbia. (2010)

Paul Slovic, professor (judgment, decision-making, risk assessment). BA, 1959, Stanford; MA, 1962, PhD, 1964, Michigan. (1986)

Sanjay Srivastava, associate professor (interpersonal perception and self-perception, social functions of emotions, personality dynamics and development). BA, 1995, Northwestern; PhD, 2002, California, Berkeley. (2004)

Marjorie Taylor, professor (development of imagination and creativity). BS, 1979, MS, 1981, Acadia; PhD, 1985, Stanford. (1985)

Don M. Tucker, professor (emotion, cognition, neuropsychology). BA, 1969, Colorado; MS, 1972, PhD, 1974, Pennsylvania State. (1984)

Nash Unsworth, associate professor (working memory, memory and attention differences, memory search and retrieval). BS, 2001, Idaho State; PhD, 2006, Georgia Institute of Technology. (2010)

Edward Vogel, professor (visual memory, event-related potentials, fMRI). BA, 1994, Puget Sound; PhD, 2000, Iowa. (2001)

Michael Wehr, associate professor (systems neuroscience, auditory neurophysiology, cortical circuits). ScB, 1991, Brown; PhD, 1999, California Institute of Technology. (2005)

Emeriti

Lewis R. Goldberg, professor emeritus. AB, 1953, Harvard; MA, 1954, PhD, 1958, Michigan. (1960)

Barbara Gordon-Lickey, professor emerita. AB, 1963, Radcliffe; PhD, 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, professor emeritus. AB, 1959, Oberlin; MA, 1962, PhD, 1965, Michigan. (1967)

Douglas L. Hintzman, professor emeritus. BA, 1963, Northwestern; PhD, 1967, Stanford. (1969)

Ray Hyman, professor emeritus. AB, 1950, Boston University; MA, 1952, PhD, 1953, Johns Hopkins. (1961)

Carolin Keutzer, associate professor emerita. BA, 1960, MA, 1963, PhD, 1967, Oregon. (1967)

Daniel P. Kimble, professor emeritus. BA, 1956, Knox; PhD, 1961, Michigan. (1963)

Peter M. Lewinsohn, professor emeritus. BS, 1951, Allegheny; MA, 1953, PhD, 1955, Johns Hopkins. (1965)

Edward Lichtenstein, professor emeritus. BA, 1956, Duke; MA, 1957, PhD, 1961, Michigan. (1966)

Richard A. Littman, professor emeritus. AB, 1943, George Washington; PhD, 1948, Ohio State. (1948)

Richard Marrocco, professor emeritus. BA, 1965, California, Los Angeles; PhD, 1972, Indiana. (1973)

Michael I. Posner, professor emeritus. BS, 1957, MS, 1959, Washington (Seattle); PhD, 1962, Michigan. (1965)

Mary K. Rothbart, professor emerita. BA, 1962, Reed; PhD, 1967, Stanford. (1969)

Myron Rothbart, professor emeritus. BA, 1962, Reed; PhD, 1966, Stanford. (1969)

Norman D. Sundberg, professor emeritus. BA, 1947, Nebraska; MA, 1949, PhD, 1952, Minnesota. (1952)

Robert L. Weiss, professor emeritus. BA, 1952, PhD, 1958, State University of New York, Buffalo. (1966)

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

Undergraduate Studies

The mission of the Department of Psychology undergraduate program is to educate students about the major research findings and theories in the field of psychology, and to train them to use an empirical approach to understanding human behavior. Specifically, the program endeavors to provide students with

- Broad exposure to the basic concepts and ethical issues of psychology
- Education in the scientific method, including applied research opportunities
- Strong critical-thinking and written-communication skills, including the ability to evaluate and convey the evidence for claims regarding human behavior
- Experience through internship and practicum opportunities at partnering community organizations

(ranging from domestic violence hotlines to the district attorney's office)

All students participate in and collaborate on research as part of the academic course sequence. Students are encouraged to gain additional research experience through research assistant positions in faculty labs and the undergraduate honors thesis program. The psychology major affords students great flexibility in selecting upper-division courses to fit individual goals and interests. Classroom and internship opportunities are enriched by numerous faculty research programs that range in levels of analysis and intellectual focus. An undergraduate degree in psychology provides the background for a broad range of careers, including social services, education, law, or graduate programs in psychology.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. Some students major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling in the public schools. Others prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Career information is also available on the American Psychological Association website.

Review of Courses

Among lower-division courses, Mind and Brain (PSY 201) and Biopsychology (PSY 304) offer instruction in cognitive and biological psychology. Mind and Society (PSY 202), Thinking (PSY 330), Culture and Mental Health (PSY 366), and Psychology of Gender (PSY 380) introduce psychology as a social science.

Transfer students should plan to take no more than two lower-division courses before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field. Transfer equivalents for lower-division courses are evaluated case by case. Check with the department's head advisor to determine equivalency of completed introductory work.

Upper-division courses fall into three categories:

1. Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) are designed to teach research skills and methodologies
2. Other 300-level courses are of broad interest to many different majors throughout the university as well as to psychology majors
3. Area courses, numbered 410 to 480, designed for psychology majors, may be open to other students who fulfill the prerequisites by obtaining instructor approval

Group Requirements. For psychology courses approved to fulfill social science or science group requirements, see the current course list on the registrar's website, registrar.uoregon.edu/common/group_courses.php.

Major Requirements

Required courses for the major must total a minimum of 44 credits in psychology-at least 36 upper division and at least 16 taken at the University of Oregon. A maximum of 4 credits in any Practicum (PSY 409) may be applied to the 36 upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty advisor. Required courses must be taken for letter grades and passed with C- or better. Elective psychology courses may be taken pass/no pass. Students must take 12 elective credits, 8 of which must be actual content courses.

Prerequisites for upper-division psychology courses are as follows: Set I requirements should be completed by the end of the sophomore year and Set II by the end of the junior year. Delays could postpone graduation.

Set I. College Algebra (MATH 111) or equivalent ***or*** Introduction to Methods of Probability and Statistics (MATH 243); Mind and Brain (PSY 201); 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)

Upper-division credits are distributed as follows:

1. At least 8 credits selected from HPHY 333, LING 396, PSY 410 (Evolutionary Psychology), 433, 435, 436, 438, 440, 445, 449, 450, 475, 476
2. At least 8 credits selected from PSY 420, 456-459, 461, 468-473, 478, 480

In addition, majors must complete 12 credits of college-level biology, chemistry, or physics. These courses need not be a sequence, but must have the same subject code. A combination of CH 111, BI 211, and BI 212 or 213 satisfies this requirement.

Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, fieldwork, and other means of gaining experience.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall Term	**16 credits**
Arts and letters elective	4
College Composition I (WR 121)	4
Mathematics	4
Science elective	4

Winter Term	**16 credits**
Arts and letters elective	4
College Composition II or III (WR 122 or 123)	4
Mathematics	4
Social science elective	4

Spring Term	**16 credits**
Arts and letters elective	4
One course selected from Mind and Brain (PSY 201), Mind and Society (PSY 202)	4
Mathematics	4
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 advisor.

Peer Advising. The psychology department's peer advisors attempt to make academic advising more effective, welcoming, and efficient.

Questions about the university system (e.g., how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule) and specific inquiries about the department's norms, opportunities, facilities, and faculty members are welcome.

During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. Psychology students are invited to use the facilities (a small library, journals, and graduate school brochures) and to talk informally with a friendly peer advisor.

Preparation for Graduate Study

A bachelor's degree is seldom sufficient qualification for professional work in psychology; at least a master's degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B (3.00) or better.

Prospective graduate students in psychology are advised to take courses in related fields such as anthropology, biology, computer science, chemistry, linguistics, mathematics, philosophy, physics, and sociology. Strong preparation in quantitative methods is advisable. Reading knowledge of at least one second language appropriate to psychology also may be useful.

Honors Curriculum

Students with excellent 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 http://psychweb.uoregon.edu/undergraduates/honors-program .

Minor Requirements

The department offers a minor in psychology. All courses must be passed with a grade of C- or better. Special Studies (PSY 199) does not count toward the minor. The minor requires 28 credits in psychology, to be distributed as follows:

Psychology Option	**28 credits**
Mind and Brain (PSY 201), Mind and Society (PSY 202)	8
Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303)	8
Three courses selected from HPHY 333; PSY 410 (Evolutionary Psychology), 420, 433, 435, 436, 438; PSY 440 or LING 396; PSY 445, 450, 456-459, 461, 468-473, 476, 476, 478, 480	12

All 28 credits must be taken for letter grades and passed with a C- or better. At least 16 credits must be upper division.

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 PhD. The degree-either a master of arts (MA) or a master of science (MS)-requires 45 credits of course work. Application materials and information may be obtained from the department website. Clinical training is not available in the master's program.

Doctoral Degree Programs

The five chief PhD program options are clinical; cognitive-neuroscience; systems neuroscience; 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 PhD 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 website.

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 PhD 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 Commission on Accreditation (750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979), the clinical program provides strong research training in the etiology of child and adult psychopathology, family and peer relationships, influence of culture, evaluation of treatment and preventive interventions, and design and testing of optimal assessment strategies. The program is also a member of the Academy of Psychological Clinical Science, an organization dedicated to enhancing science and research training in clinical psychology. The program prepares future clinical scientists to contribute to the understanding of psychopathology and optimal intervention strategies and to provide state-of-the-art clinical training.

First-year graduate study includes department courses required of all students: a yearlong sequence surveying the areas of psychology, a statistics sequence, and a research project. In addition, clinical students must take a practicum (PSY 609) in clinical methods, assessment, and ethics. Program requirements include six additional courses: Psychopathology (PSY 620), Clinical Psychobiology (PSY 621), and Intervention Science (PSY 610); the other three courses are assessment, intervention, and clinical electives.

Students are trained in the use of empirically supported assessment and intervention strategies in two yearlong required practicums: a cognitive behavior therapy practicum offered through the UO Psychology Clinic and a child and family practicum offered through the Child and Family Center. Optional additional practicums are also available in various settings in the community.

The program's supporting area requirement can be completed through a selection of course work, research, and writing. Recent examples of supporting areas have been psychophysiology, brain imaging, and developmental psychopathology. By the end of the third year, a student is expected to have completed required course work, the supporting area, and a preliminary examination. The fourth year is devoted mainly to research for the PhD dissertation. In the fifth year, students typically take a yearlong clinical internship approved by the American Psychological Association and receive their degrees.

Cognitive Psychology and Cognitive Neuroscience

The University of Oregon has a strong program for training students in cognitive psychology, cognitive neuroscience, and systems neuroscience. While students work closely with faculty members in research, the student's development of an independent research direction is encouraged. Research areas include the cognitive and neural basis of perception, cortical sensory information processing, the molecular and cellular basis of memory, visual cognition, selective attention, working memory, long-term memory, executive control, action, language processing, brain plasticity, information processing and trauma, and other topics. Training is closely geared to students' backgrounds and goals. An informal weekly seminar allows graduate students and faculty members to present their research. Many instructors and students interested in cognitive psychology and cognitive neuroscience attend these seminars, which are particularly useful in acquainting first-year students with their professors. In addition, there are opportunities to participate in formal seminars and in a variety of other research groups. Research facilities are ample and easily accessible; students are able to conduct research on almost any topic in cognitive psychology and cognitive neuroscience.

Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. For more information, see the Institute of Cognitive and Decision Sciences in the **Research Institutes and Centers** section of this catalog.

Developmental Psychology

The Department of Psychology at the University of Oregon has recently expanded the scope of its developmental program with the addition of new faculty members and new emphases in the graduate curriculum. Our current program offers extensive coverage of development during infancy, childhood, and early adolescence. Several areas of research are strongly represented including cognitive development, social-emotional development, developmental psychopathology, and developmental social neuroscience. Particular areas of expertise within these broad areas include imagination, theory of mind, executive functioning, self-concept, infant processing of action, and the relation between early social understanding and language learning. Collaborations among developmental, cognitive, clinical, and social faculty members and students are common. The developmental group also has strong links to the Oregon Social Learning Center, Child and Family Center,

Oregon Research Institute, and the interdisciplinary Institute of Cognitive and Decision Sciences. A developmental emphasis in the clinical program offers clinical students an opportunity for extensive involvement in developmental research through the development and psychopathology training program. In addition, clinical students may gain experience with children through child-focused practicums in the Psychology Clinic.

Social and Personality Psychology

The Department of Psychology at the University of Oregon offers graduate training in both basic and applied domains of social and personality psychology. Research interests of the faculty include structure, development, and change dynamics of personality attributes and belief systems; attitudes, values, and moral sentiments; self and identity processes; interpersonal perception; social interaction, relationships, and group dynamics; attribution, perspective taking, and related social cognitive processes; decision making, emotion, and risk perception; emotion regulation; and psychology and the law.

Systems Neuroscience

The University of Oregon offers graduate and postdoctoral study in the neurosciences through the Institute of Neuroscience with faculty members from the Departments of Biology, Human Physiology, and Psychology. The program is focused on laboratory-based neuroscience directed toward understanding relationships between nervous systems and behavior. Students take courses in psychology and neuroscience during the first two years in the program. The required core neuroscience curriculum includes courses in cellular neuroscience, systems neuroscience, and cognitive neuroscience. Other formal and informal courses provide instruction in electrophysiology, neuroanatomy, neuroethology, and biochemistry. The program is designed to train students to become independent research scientists in neuroscience.

Our current faculty represents approaches to the study of the brain at many levels, ranging from behavioral to molecular. Each faculty member maintains an active research program, and graduate students may gain laboratory and research experience working in these programs. Students have an opportunity to learn modern techniques in electrophysiology, neuroanatomy, molecular neuroscience, and behavior. Research programs of the psychology faculty include the genetic and neural bases of learning and memory, sensory information processing in cortical circuits, environmental influences on the development of the nervous system, and the neurobiology of visual attention. Neuroscience research programs of the biology faculty include brain mechanisms of sound localization, the electrophysiology and anatomy of hair cells, and the control of chemotaxis in *Caenorhabditis elegans*.

For more information on the Institute of Neuroscience's interdisciplinary program, see the **Neuroscience** section of this catalog.

Psychology Courses (PSY)

Transfer students should have the psychology head advisor evaluate courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.
201 (H) and 202 (H) are introductory courses in psychology for prospective honors students in psychology or Clark Honors College students. They are open *to students with a UO GPA of at least 3.50 or a high school GPA of at least 3.80. Instructor consent is required for registration.*

199 Special Studies: [Topic] (1-5R)

201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition.

202 Mind and Society (4) Introduction to topics in clinical, personality, social, and developmental psychology.

302 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. With laboratory. Sophomore standing required. Prereq: MATH 111 or 243; WR 121; pre- or coreq: PSY 201, 202.

303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments. Prereq: PSY 201, 202, 302; WR 122 or 123.

304 Biopsychology (4) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

330 Thinking (4) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

348 Music and the Brain (4) Explores the neural correlates of our perception of tonality, harmony, melody, and rhythm and how these relate to neurobiology, brain damage, and cognitive neuroscience.

366 Culture and Mental Health (4) Role of culture in the definition and maintenance of mental health and the definition and treatment of mental illness.
376 Child Development (4) Survey of social, intellectual, and personality development in infancy, childhood, and adolescence. Previously offered as PSY 375; not repeatable.

380 Psychology of Gender (4) Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.

383 Psychoactive Drugs (4) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

388 Human Sexuality (4) The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)

408 Laboratory Projects: [Topic] (1-9R)

409 Practicum: [Topic] (1-9R)

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

Courses numbered between 412 and 480 have the following prerequisite: PSY 303.

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. Honors psychology majors only.

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.

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.

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.

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.

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.

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.

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: 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: 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.

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.

457/557 Group Dynamics (4) Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior.

458/558 Decision-Making (4) Examines interdependence between mind and culture in substantive domains such as social cognition, motivation, emotion, and psychopathology. Cultural pluralism, collective identities, tolerance, and diversity considered.

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.
461/561 Imagination (4) Topics in human imagination, including creativity, children's pretend play, fiction writing, imagery, mental time travel, consciousness, dreaming, virtual worlds, and disorders of the imagination.

468/568 Motivation and Emotion (4) Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences.

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.

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.

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.

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.

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.

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.

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.

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.

490, 491, 492 Honors in Psychology (1,1,1R) Reading and conference. **R** twice for maximum of 3 credits each. Honors psychology majors only.

503 Thesis (1-16R)

601 Research: [Topic] (1-21R)

602 Supervised College Teaching (1-3R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-21R)

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

609 Practicum: [Topic] (1-9R)

610 Experimental Course: [Topic] (1-21R)

611 Data Analysis I (4) Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. With laboratory.

612 Data Analysis II (4) Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. With laboratory. Prereq: PSY 611.

613 Data Analysis III (4) Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. With laboratory. Prereq: PSY 612.

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. Major standing required.

621 Clinical Psychobiology (3) Research and theory from the neurosciences applied to clinical problems and biological therapies. Major standing required.

623 Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment; includes projective and objective techniques. Clinical psychology students only.

704 Internship: [Topic] (1-15R) Clinical doctoral students only, under the guidance of the director of clinical training. **R** as needed to complete internship requirements.

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Religious Studies

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Faculty

Judith R. Baskin, Philip H. Knight Professor of Humanities. See **Judaic Studies**.

Frederick Colby, associate professor (Islam). BA, 1991, Haverford College; MA, 1995, Chicago; PhD, 2002, Duke. (2008)

Daniel K. Falk, professor (ancient Judaism and biblical studies). BA, 1987, Providence; MA, 1992, Regent; PhD, 1996, Cambridge. (1998)

Deborah A. Green, Greenberg Associate Professor of Hebrew Language and Literature. See **Judaic Studies**.

David Hollenberg, assistant professor (Arabic). BA, 1990, Wesleyan; MA, 1996, California, Santa Barbara; PhD, 2006, Pennsylvania. (2010)

Stephen J. Shoemaker, professor (history of Christianity). BA, 1991, Emory; MA, 1994, PhD, 1997, Duke. (2000)

Mark T. Unno, associate professor (East Asian religions, Buddhism). BA, Oberlin, 1987; MA, 1991, PhD, 1994, Stanford. (2000)

Emeriti

Hee-Jin Kim, professor emeritus. BA, 1957, MA, 1958, California, Berkeley; PhD, 1966, Claremont. (1973)

J. T. Sanders, professor emeritus. BA, 1956, Texas Wesleyan; MDiv, 1960, Emory; PhD, 1963, Claremont. (1969)

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

Participating

Andrew E. Goble, history

Marion Sherman Goldman, sociology

Charles H. Lachman, history of art and architecture

Elizabeth Reis, women's and gender studies

Akiko Walley, history of art and architecture

Anita M. Weiss, international studies

Daniel N. Wojcik, English

About the Department

The Department of Religious Studies offers courses about the teachings and practices of the world's major religions from an academic perspective. Courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world's many cultures, present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors two programs, the Ira E. Gaston Lecture in Christianity and the Distinguished Visiting Lecturer in Asian Religion, which bring eminent scholars to campus for lectures and seminars.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and the humanities.
Careers. An undergraduate major in religious studies can lead to graduate programs in religious studies-either academic or professional-as well as other related areas of graduate studies such as history, sociology, folklore, and various area studies (e.g., Middle East studies, East Asian languages and literatures).

Students with a bachelor of arts in religious studies have had success in various professional fields such as religion, journalism, social work, education, business, and law.

Undergraduate Studies

Major Requirements

The major requires 44 credits in religious studies courses, not all of which carry the REL subject code (see Additional Courses listed after the REL courses). Of the 44 credits, 8 must be in World Religions (REL 101, 102) and 28 must be upper division. Of these upper-division credits, at least 16 must be in courses with the REL subject code.

Courses used to satisfy major requirements must be taken for letter grades and passed with a mid-C or better.

Honors in Religious Studies

Requirements for a degree with honors in religious studies typically include the following:

1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.80 in courses taken to satisfy the major requirements
3. Formal approval of the department

The candidate for honors shall request approval no later than the second week of fall term in the senior year. Students are strongly encouraged to meet with the undergraduate advisor before applying. Application forms are available in the department office.

A faculty committee supervises the honors thesis project. Candidates typically register for 3 credits of Research (REL 401) for both fall and winter terms of the senior year to prepare for writing the thesis. Contingent on satisfactory progress, the candidate then enrolls for 4 credits of Thesis (REL 403) spring term. A first draft of the thesis must be submitted six weeks before the end of spring term and the final draft two weeks after that.

Minor Requirements

The minor in religious studies requires 24 credits, including 8 in World Religions (REL 101, 102). Of the remaining 16 credits, at least 8 must be from upper-division courses.

Graduate Studies

In the absence of a graduate program, 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 (MA or MS) focusing on religious studies, offered through the Graduate School. Information is available in the **Graduate School** section of this catalog.

Advanced Degrees in Other Departments

Faculty members in other departments may have a specialty or interest in the study of religion. Students interested in an advanced degree in these areas should apply for admission to graduate study in the relevant department. Prior contact with the faculty member is encouraged. The available degrees, faculty members, and area of specialty are listed below as a guide.

Anthropology, PhD. (general anthropology MA presupposed). Comparative religions, religion and symbol in particular cultures: Aletta Biersack, Carol T. Silverman.

Art History, MA, PhD. Buddhist art: Charles H. Lachman. Japanese art: Akiko Walley. Medieval Christian art: Richard A. Sundt.

Asian Studies, MA. Buddhism in premodern Japan: Andrew E. Goble (history). East Asian religions: Mark

Unno (religious studies). Religion and thought in premodern China: Ina Asim (history), Stephen W. Durrant (East Asian languages and literatures).
Classics, MA. Classical civilization; ancient philosophy and religions in or related to ancient Greece and Rome: Jeffrey M. Hurwit (art history), Mary K. Jaeger (classics), Steven Shankman (English), Malcolm Wilson (classics).

Folklore, MA. Carol T. Silverman (anthropology), Daniel N. Wojcik (English).

History, MA, PhD. Reformation: David M. Luebke.

Sociology, MA, PhD. Sociology of religion: Marion Sherman Goldman.

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, Mandean, Baha'i. Lecture, discussion. Colby, Shoemaker.

199 Special Studies: [Topic] (1-5R)

211 Early Judaism (4) Development of the Jewish religion from its earliest existence until the Christian era. Falk.

222, 223 Introduction to the Bible I,II (4,4) 222: content and organization of the Hebrew scriptures (Old Testament); examination of scholarly methods and research tools used in biblical studies. Green. **223:** examination of the written traditions of early Christianity with an emphasis on the New Testament. 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. Colby.

253 Religion, Love, and Death (4) Examines the interplay of themes of religion, love, and death in Asian and Western literature and media.

302 Chinese Religions (4) Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Daoism, Han Confucianism, religious Daoism, Chinese Buddhism, Neo-Confucianism, religion in China today. Unno.

303 Japanese Religions (4) Early Shinto and its developments, Japanese Buddhism, transformation of Daoism and Confucianism, medieval Shinto, religion in the Tokugawa period, Nationalistic Shinto, folk religion, new religions. Unno.

304 Religions of India (4) An introduction to the major religious traditions of the Indian subcontinent: Hinduism and Buddhism, and more briefly Sikhism and Jainism.

305 Hinduism: Myth and Tradition (4) A survey of Hinduism, examining its complex system of doctrines, myths, rituals and spiritual practices, and its historical development.

317 Jesus and the Gospels (4) Considers early evidence for Jesus, including canonical and noncanonical gospels, in light of critical scholarship and historical reconstructions. 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.

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. Shoemaker.

335 Introduction to the Qur'an (4) An introduction to the nature of the Qur'an and the various ways it has been interpreted throughout history by both Muslims and non-Muslims.

353 Dark Self, East and West (4) Comparative examination of selfhood in Eastern and Western religious thought and cultural contexts. Focus on dark side or problematic dimensions of Buddhist, Christian, Daoist, Jewish, and other thought. Unno.

355 Mysticism (4) The experiential or mystical dimensions of the three major Abrahamic faiths. Exploration of

the original writings of men and women from each spiritual tradition. Colby.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-4R)

403 Thesis (1-4R)

405 Reading and Conference: [Topic] (1-4R)

407/507 Seminar: [Topic] (1-4R)

408/508 Colloquium: [Topic] (1-4R)

409 Supervised Tutoring (1-4R)

410/510 Experimental Course: [Topic] (1-4R)

412/512 Dead Sea Scrolls: [Topic] (4R) Exploration of the Dead Sea Scrolls literature. Focus on either biblical texts and the development of the Hebrew Bible or nonbiblical texts and sectarian Judaism. Prereq: REL 211. **R** once when topic changes for a maximum of 8 credits. Falk.

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. **R** twice when topic changes for a maximum of 12 credits. Falk.

418/518 Martyrdom (4) Exploration of themes of sacrifice and martyrdom in ancient and medieval literature of the Abrahamic traditions. Comparative approach to development of concepts within and across religious boundaries.

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 interrelated cultural constructions of gender, the body, and sexuality. Shoemaker.

432/532 Islamic Mysticism: [Topic] (4R) Inner dimensions of Islamic piety and righteousness, from the Koranic and prophetic foundations to principal thinkers in the medieval Arabic and Persian Sufi traditions. **R** twice for maximum of 12 credits. (Repeatable under the following conditions: when taught with different content, which rotates among three different authors.) Colby.

435/535 Advanced Study of the Qur'an: [Topic] (4R) Close reading of a section of the Qur'an in terms of its literary, historical, and cultural contexts, history of interpretation, and critical scholarship. Sequence with REL 335. **R** when topic changes.

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.

English. The Bible and Literature (ENG 421/521)

Folklore. Folklore and Religion (FLR 411/511), Folklore and Mythology of the British Isles (FLR 483/583)

Geography. Geography of Religion (GEOG 446/546)

History. Early Middle Ages in Europe (HIST 319), High Middle Ages in Europe (HIST 320), Late Middle Ages in Europe (HIST 321), The Crusades (HIST 322), American Jewish History (HIST 358), Religious Life in the United States (HIST 359), 16th-Century European Reformations (HIST 441/541), Early Japanese Culture and Society: Buddhism and Society in Medieval Japan; Medieval Japan (HIST 498/598)

History of Art and Architecture. Chinese Buddhist Art (ARH 387), Japanese Buddhist Art (ARH 397), Early Christian Art (ARH 430/530), Byzantine Art (ARH 431/531), Romanesque Sculpture (ARH 432/532), Gothic Sculpture (ARH 433/533), Islamic Art and Architecture (ARH 490/590)

International Studies. Development and the Muslim World (INTL 423/523)
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)

Arabic Courses (ARB)

101, 102, 103 First-Year Arabic (5,5,5) Introduction to Arabic with emphasis on speaking, reading, writing, and comprehension. Sequence.

201, 202, 203 Second-Year Arabic (5,5,5) Development of Arabic speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence. Prereq for 201: ARB 103 or equivalent.

301, 302, 303 Language and Culture (4,4,4) Provides third-year-level Arabic proficiency and substantially adds to the vocabulary base. Activates and augments grammar structures of modern spoken Arabic, colloquial Egyptian Arabic, and the study of Arabic culture. Sequence. Prereq: ARB 203.

331 Reading Classical Arabic (4) Improves students' abilities to work with classical Arabic texts; serves as a gateway to other classical Arabic text courses. Prereq: ARB 202 or equivalent.

399 Special Studies: [Topic] (1-5R)

405 Reading and Conference: [Topic] (1-5R)

407/507 Seminar: [Topic] (1-5R)

409 Practicum: [Topic] (1-5R)

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

431/531 Islamic Political Thought (4) Students improve skills at translating and analyzing Arabic texts while learning Islamic theories of governance. Close reading of primary sources from the 7th to 21st centuries. Prereq: ARB 203.

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Romance Languages

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Faculty

Alexandre Albert-Galtier, associate professor (17th-century French theater, art, and literature). Licence, 1981, DEA, 1983, PhD, 1988, Lyon II. (1994)

Barbara K. Altmann, professor (Old and Middle French literature and language, codicology, gender studies). BA, 1978, Alberta; MA, 1982, PhD, 1988, Toronto. On leave 2013-14. (1989)

Olga M. Avalos, senior instructor (Spanish). BA, 1974, JD, 1975, Lima. (2002)

C. Brian Barnett, lecturer (French, French in the Americas, world languages pedagogy); director, French language instruction; supervisor-coordinator, second-year French program. BA, 2002, Kansas State; MA, 2005, PhD, 2010, Indiana, Bloomington. (2010)

Mayra Bottaro, acting assistant professor (18th- and 19th-century Spanish American literature and culture, transatlantic studies, print and material culture). Licenciatura, 2000, Salvador. (2012)

Nadia Ceccacci, senior instructor (Italian); supervisor-coordinator, first- and second-year Italian programs. Corso di laurea in Lingue e Letterature Straniere, 1981, Università degli Studi di Perugia; MA, 1986, Oregon. (1989)

Amy Costales, instructor (Spanish). BA, 1993, State University of New York, Cortland; MA, 2009, Oregon. (2007)

Lillian Darwin Lopez, instructor (Spanish). BA, 2001, MA, 2007, Oregon. (2007)

Simone Da Silva, instructor (Portuguese); supervisor-coordinator, Portuguese program. BA, 1997, Rio de Janeiro State; MA, 2002, Illinois, Urbana-Champaign. (2012)

Robert L. Davis, professor (methodology and pedagogy, Spanish and Romance linguistics). BA, 1983, Southern Mississippi; MA, 1987, PhD, 1991, North Carolina, Chapel Hill. (1991)

Laurie deGonzalez, senior instructor; supervisor-co-coordinator, first-year Spanish program. BA, 1979, Antioch; MA, 1987, Monterey Institute of International Studies. (1993)

Juanita Devereaux, senior instructor (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

André Djiffack, associate professor (Francophone literatures, 20th-century French literature, colonial and postcolonial studies). BA, 1987, Maîtrise, 1988, Doctorat de 3e Cycle, 1992, Yaoundé; PhD, 1998, Cape Town. On leave 2013-14. (2000)

Paula Ellister, senior instructor; supervisor-co-coordinator, first-year Spanish program. BA, 1992, MA, 1994, Oregon. (1994)

Cecilia Enjuto Rangel, associate professor (Spanish and Latin American poetry, transatlantic studies, gender and literary theory). BA, 1998, Universidad de Puerto Rico; MA, 2002, PhD, 2005, Yale. (2005)

Hilary Fisher, senior instructor; supervisor-coordinator, first-year French program. BEd, 1973, Exeter, Devon; MA, 1975, Oregon. (1994)

Pedro García-Caro, assistant professor (19th- and 20th-century literatures of the Americas, postcolonial studies, literary theory). Licenciatura, 1995, Murcia; BA, 1996, Roehampton; MA, 1997, PhD, 2004, University College, London. (2006)

Leonardo García-Pabón, professor (colonial Latin American literature, contemporary Latin American poetry, literary theory). BS, 1980, Universidad Mayor de San Andrés; MA, 1981, Université Catholique de Louvain; PhD, 1990, Minnesota, Twin Cities. (1990)

Amalia Gladhart, professor (20th-century Latin American literature, theater, feminist studies). BA, 1989, Michigan State; PhD, 1995, Cornell. (1995)

Evlyn Gould, professor (19th-century French literature and culture, European studies, literature and the other arts). BA, 1975, California, Irvine; MA, 1977, PhD, 1983, California, Berkeley. (1983)
Gina Herrmann, associate professor (contemporary Spanish literature, politics and culture, autobiographical studies, gender studies). BA, 1990, Cornell; MA, 1993, Columbia; PhD, 1998, Cornell. (2002)

Nathalie Hester, associate professor (French and Italian Renaissance and baroque literature and culture, travel literature). BA, 1992; MA 1993; PhD, 2001, Chicago. (2001)

Claudia Holguin, assistant professor (Spanish, sociolinguistics, language variation). BA, 1998, Texas, El Paso; MA, 2004, New Mexico State; PhD, 2011, Illinois, Urbana-Champaign. (2011)

Harinder Kaur Khalsa, senior instructor (Italian). BA, 1991, Istanbul; MA, 1996 and 1998, Oregon. (1999)

Mónica Lara, senior instructor (Spanish). BA, 1982, MA, 1992, Oregon. (1992)

Kelley León Howarth, senior instructor (Spanish); cohead, undergraduate advising. BA, 1995, Wisconsin, Eau Claire; MA, 2002, Oregon. (2002)

Massimo Lollini, Emmanuel S. Hatzantonis Distinguished Fellow in Italian Language and Culture; professor (baroque and modern Italian literature, comparative modern literature). Laurea, 1978, Bologna; PhD, 1992, Yale. (1992)

Karen McPherson, associate professor (Francophone literatures, modern French novel, feminist theory). BA, 1970, Oregon; MA, 1983, PhD, 1987, Yale. (1998)

Shelley Merello, senior instructor (Spanish). BA, 1970, St. Lawrence; MA, 1972, Stanford. (1989)

Leah Middlebrook, associate professor (early modern Spanish and French literature and culture, lyric poetry, comparative literature). See **Comparative Literature**.

Bryan J. Moore, senior instructor (Spanish). BA, 1987, MA, 1990, Oregon. (1990)

Fabienne Moore, associate professor (French Enlightenment, prose poetry, contemporary France). License, 1987, Toulouse-Le Mirail; PhD, 2001, New York University. (2000)

Rosario Murcia, senior instructor; supervisor-coordinator, second-year Spanish program. BA, 1984, Alicante; MA, 1988, Oregon. (1988)

Amanda W. Powell, senior instructor; coordinator, third-year Spanish surveys. BA, 1977, Yale; MA, 1983, Boston University. (1991)

F. Regina Psaki, Giustina Family Professor of Italian Language and Literature (medieval and Renaissance Italian literature, comparative medieval literature). BA, 1980, Dickinson; MA, 1986, PhD, 1989, Cornell. (1989)

Heather Quarles, senior instructor (Spanish). BA, 2000, MA, 2003, Oregon. (2001)

Sergio Rigoletto, assistant professor (European cinema, popular culture, gender studies). Laurea, 2002, Catania; MA, 2004, Birkbeck, London; PhD, 2010, Reading. (2012)

Andrew Rothgery, senior instructor (Spanish). BA 1991, MA, 1994, Oregon. (1994)

Maria Benedita Santos, instructor (Portuguese). BA, 1974, Federal University of Maranhão; MA, 2007, Oregon. (2012)

Jésus Sepúlveda, instructor (Spanish). BA, 1995, Universidad Metropolitana de Ciencias de la Educación; MA, 1997, PhD, 2003, Oregon. (2008)

Analisa Taylor, associate professor (Mexican literary and social history). BA, 1992, Oregon; MA, 1996, PhD, 2002, Duke. (2002)

Claudia Ventura, instructor (Italian). Laurea, 1995, Bologna; MA, 2006, Ca' Foscari, Venice. (2005)

David Wacks, associate professor (medieval Iberian literature and culture, Sephardic studies). BA, 1991, Columbia; MA, 1997, Boston College; PhD, 2003, California, Berkeley. (2003)

Nathan Whalen, senior instructor (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

Melanie Williams, senior instructor (French); cohead, undergraduate advising. BA, 1992, MA, 1996, Oregon. (1996)

Gloria Zabala, senior instructor (Spanish). BA, 1983, MA, 1989, Oregon. (1989)

Alex Zunterstein, senior instructor (Spanish). BA, 2000, MA, 2002, Oregon. (2002)

Emeriti

Randi M. Brox, professor emerita. Cand. Philol., 1960, Oslo; PhD, 1965, Illinois. (1965)

Françoise G. Calin, professor emerita. Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966,

Sorbonne; PhD, 1972, Stanford. (1973)
David J. Curland, senior instructor emeritus. BA, 1950, California, Los Angeles; MA, 1963, Oregon. (1966)

Richard H. Desroches, associate professor emeritus. BA, 1947, Clark; PhD, 1962, Yale. (1957)

Juan A. Epple, professor emeritus. Licenciate, 1971, Chile; MA, 1977, PhD, 1980, Harvard. (1980)

Sylvia Giustina, senior instructor emerita. BA, 1956, Marylhurst; MA, 1966, Oregon. (1968)

Elisabeth A. Marlow, associate professor emerita. Diplôme, 1953, Hautes Études Commerciales, Paris; MA, 1958, PhD, 1966, Oregon. (1958)

Barbara D. May, associate professor emerita. BA, 1972, MA, 1973, PhD, 1975, Utah. (1976)

Steven Rendall, professor emeritus. BA, 1961, Colorado; PhD, 1967, Johns Hopkins. (1967)

Wolfgang F. Sohlich, associate professor emeritus. BA, 1959, Johns Hopkins; MA, 1970, PhD, 1971, Emory. (1970)

Luis Verano, senior instructor emeritus. BA, 1971, Portland State; MA, 1974, PhD, 1982, Oregon. (1983)

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

About the Department

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of French-, Italian-, Portuguese-, and Spanish-speaking countries. Students can earn a bachelor of arts (BA) degree in French, Italian, Spanish, or Romance languages; the master of arts (MA) is also available in these areas. The doctor of philosophy (PhD), awarded in Romance languages, encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a valuable background for students interested in graduate work, teaching, and a wide array of 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 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 and cultural studies

Careers. Students who graduate with a BA 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, family and human services, history, international studies, journalism, music, or political science) find positions in communications media, government foreign service, international business and law, libraries, social service organizations, and travel and tourist-related agencies, among others.

Faculty

Faculty members in the Department of Romance Languages actively participate in other UO interdisciplinary programs and departments (e.g., African studies, comparative literature, European studies, Latin American studies, linguistics, medieval studies, and women's and gender studies). For descriptions, see those sections of this catalog.

Scholarships

The department administers scholarships for undergraduate and graduate students of Romance languages. The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages student. The Charles Stickles Endowment Scholarship is awarded for study in a Spanish-speaking country. The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance languages major or minor who is studying in Italy with the university's overseas study program. The Helen Fe Jones Spanish Student Fellowship supports study abroad in a Spanish-speaking country. The Françoise Calin scholarship is awarded every year to a French major or minor. The James T. and Mary Alice Wetzel Graduate Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages. The Beall Graduate Dissertation Scholarship is awarded to doctoral students to support dissertation writing. More information may be obtained from the

department office in early January or on the department website, rl.uoregon.edu/scholarships.

Undergraduate Studies

Programs leading to undergraduate degrees are offered in French, Italian, Spanish, and Romance languages (a major that combines advanced study in two languages). Students concentrate on the languages, literatures, and cultures of the Romance world, both modern and historical. They work on understanding, speaking, reading, and writing the modern language; they also focus on the historical roots of these languages and cultures, and on their writings-fiction, poetry, film, theater, criticism, and nonfiction.
To get exposure to the cultures of the countries where Romance languages are spoken, students are urged to study abroad. Visit studyabroad.uoregon.edu for more information.

Students who intend to pursue graduate work in Romance languages are advised to begin a second Romance language early in their studies. Courses in English and other literatures are also recommended. A goal of the department is to give students a thorough view of the cultures of the countries where Romance languages are spoken.

Major Requirements

Requirements for each major are listed below. Students are urged to consult their faculty advisors regularly to create balanced programs and avoid mistakes in course selection.

French, Italian, or Spanish

Courses for the major must be taught in the target language and address the target culture; readings in courses taken for the major must be in the target language. Internship credits, always taken pass/no pass, do not apply toward major or minor requirements.

French. Forty-eight credits in French-passed with grades of C- or better-are required beyond second-year French, distributed as follows:

48 credits	
Culture et langage: la France contemporaine (FR 301)	4
Culture et langage: identités francophones (FR 303)	4
French Survey (FR 317, 318, 319) or equivalent	12
Advanced Writing in French (FR 416) or French-English Translation (FR 425)	4
French literature, film, or translation courses numbered 330 or higher, taught in residence on the Eugene campus, at least 8 credits of which must be at the 400 level	12
French upper-division electives taught in French (e.g., literature, linguistics, film, grammar) that address the cultures of the French-speaking world	12

Italian. Forty-eight credits in Italian-passed with grades of C- or better-are required beyond second-year Italian, distributed as follows:

48 credits	
Cultura e lingua: l'Italia contemporanea (ITAL 301)	4
Cultura e lingua: società, economia, politica (ITAL 303)	4
Two terms of Oral Skills (ITAL 307) or other 300-level language course	4
Italian Survey (ITAL 317, 318, 319) or equivalent	12
Italian literature courses beyond the survey courses, taught in residence on the Eugene campus, at least 8 credits of which must be at the 400 level	12
Italian upper-division electives taught in Italian (e.g., literature, linguistics, film, grammar) that address the cultures of the Italian-speaking world	12

Spanish. Forty-eight credits in courses-passed with grades of C- or better-are required beyond second-year Spanish, distributed as follows:

48 credits

Two courses chosen from *Cultura y lengua: identidades hispanas* (SPAN 301), *Cultura y lengua: expresiones artísticas* (SPAN 303), *Cultura y lengua: cambios sociales* (SPAN 305), *Cultura y lengua: comunidades bilingues* (SPAN 308)	8
Advanced Writing in Spanish (SPAN 311)	4
Three courses chosen from Survey of Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 318, 319) or equivalent	12
Spanish literature, film, or linguistics courses numbered 328 or higher, taught in residence on the Eugene campus, at least 8 credits of which must be at the 400 level	12
Spanish upper-division electives taught in Spanish (e.g., literature, linguistics, film, grammar) that address the cultures of the Spanish-speaking world	12

Romance Languages

Romance languages majors must complete on the Eugene campus a minimum of 12 credits in literature, film, and linguistics courses. At least 8 credits of these 12 must be in courses numbered 407 or higher.

Forty-eight credits in two Romance languages-passed with grades of C- or better-are required beyond the second-year language sequence, distributed as follows:

First Romance Language	**32 credits**
Language courses	12
Literature survey sequence (FR 317, 318, 319 or ITAL 317, 318, 319 or three from SPAN 316, 317, 318, 319)	12
Additional literature courses	8

Second Romance Language	**16 credits**
Language courses	8
Literature courses	8

Departmental Honors

Approval for graduation with honors is granted to any student who meets one of the following requirements:

1. Maintains at least a 4.00 grade point average (GPA) in all upper-division department course work and at least a 3.50 GPA overall, ***or***
2. Maintains at least a 3.75 GPA in all upper-division department course work and at least a 3.50 GPA overall, and submits an honors thesis written under the guidance of a Romance languages faculty thesis advisor. 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)

If a student wishes to apply for honors by submitting an honors thesis, the application for graduation with honors must be submitted by the end of the term that immediately precedes the term of graduation. If a student is planning on graduating in the spring term, they must apply for graduation through their departmental advisor during the winter term.

Transfer credits and overseas-study work used to fulfill major graduation requirements are typically included in determining the major GPA.

Minor Requirements

Students may earn a minor in French, Italian, or Spanish by completing 28 credits in upper-division courses, passed with grades of C- or better, in one language area. At least 12 credits must be in language courses and 12 in literature. A minimum of three literature courses (12 credits) must be taken on the Eugene campus. Four additional upper-division credits must be taken in an elective area (e.g., language, literature, linguistics, film, culture). Courses taken for the minor must be in the target language. Further details are available on the department website.

Study Abroad

Students are strongly encouraged to participate in one of the study abroad programs offered by the university through the Office of International Affairs. Programs for the study of languages and cultures of French-, Italian-, Portuguese-, and Spanish-speaking countries are offered in Europe, the Americas, and Africa. Brief descriptions of these programs are listed under International Affairs in the Academic Resources section of this catalog.

Before going abroad, students should consult with their assigned major or minor advisor about the selection of a program and the courses to be taken in that program. Students enroll in courses with subject codes that are unique to individual programs; special course numbers are reserved for overseas study.

Courses taken in which the readings or lectures or both are in English do not count toward the major, the minor, or the BA foreign-language requirement.

The department offers scholarships to help students with their plans for overseas study. For more information, visit the department website.

Cultural Ambassador Program in Spain

The Ministry of Education of Spain offers more than 1,200 openings for U.S. and Canadian language and culture assistants (termed "cultural ambassadors"). The positions are offered in Spain's equivalent of the K-12 school system of public education.

Teaching Assistant Program in France

This program is coordinated by the French Embassy in Washington, D.C., and offers 1,500 positions for native English speakers with a demonstrated knowledge of French to teach and its overseas department in France, to assist French teachers with English courses for a period of six to nine months, or both. The positions are offered in middle schools and high schools (*primaire*, *collèges*, and *lycées*). This is an excellent opportunity for graduating seniors with interest in education and experience abroad. It is open to United States citizens or permanent residents under twenty-nine years of age with a demonstrated knowledge of French-not just majors or minors. The Department of Romance Languages does not administer the program, but simply offers guidance to interested students, and gives information and advice on the application process and on the program itself.

For more information, visit the website, http://www.frenchculture.org/spip.php?rubrique424&tout=ok .

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 advisor, 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 (MA) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (PhD) in Romance languages.
The master's degree program provides solid grounding and borad coverage in the literatures and cultures of each of the language areas. The PhD program allows students to focus on a specific literary and/or cultural field of interest.

Students follow these degree programs in an intellectually stimulating and supportive environment, characterized by close personal supervision, interdisciplinary approaches to literary and cultural studies, and professional training in both research methods and foreign-language pedagogy.

The university's library resources for research in French, Italian, and Spanish support the department's graduate programs; in some fields they are outstanding. The library's holdings of learned periodicals are extensive.

Admission

An applicant for admission to the master of arts (MA) 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 PhD 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 PhD program.

Admission Procedure

Applications may be made online at http://rl.uoregon.edu//graduate/admissions . Applicants are required to

1. Upload transcripts
2. Submit 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 PhD program are encouraged to specify research interests
3. Submit 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

International students must demonstrate proficiency in English to the Graduate School and the Department of Romance Languages by one of the following three methods:

1. Submit an acceptable score from the Test of English as a Foreign Language (TOEFL) examination, currently offered in paper-based (written) or Internet-based formats. A minimum score of 575 on the paper-based test or 88 on the Internet-based test is required. More information on Graduate School admission requirements may be found at http://gradschool.uoregon.edu/academic-programs?page=gradProgramInfo
2. Submit an acceptable score from the International English Language Testing System (IELTS) examination. The minimum IELTS (academic module) overall band score for graduate admission is 7.0
3. Submit degree transcripts proving that you have received a bachelor's degree or higher from an accredited U.S. institution or from an institution in the following countries: Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom

If applying to the PhD program, submit a substantial writing sample (e.g., master's thesis graduate seminar paper or master's-level research paper on a relevant topic).

In addition to the application, send all official transcripts showing college-level work as of the date of application to the department's graduate secretary at the following address: University of Oregon, Department of Romance Languages, 1233 University of Oregon, Eugene OR 97403-1233.

Priority is given to applicants whose files are complete by January 6. The department's graduate admissions committee reviews the completed file and notifies each applicant of its decision. New students are typically admitted to the program for fall term.

Graduate Teaching Fellowships

Graduate Teaching Fellowships are available each year for new graduate students in the department. Students should apply to the department by January 6 for fall admission and appointment priority. In exceptional cases, these fellowships may be supplemented by academic scholarships and awards.

Students who hold a graduate teaching fellow (GTF) appointment are required to register and complete a minimum of 9 graduate credits during each quarter of their appointment, all of which must apply toward their degree programs. GTF support to complete the master's degree program is two years.

Master of Arts Program

Students entering the MA program may specialize in French, Italian, or Spanish, or combine two of these fields for a major in Romance languages. The master of arts program consists of course work, written examinations, and a research project. The program is designed to be completed in two years.

To help students navigate requirements, a faculty advisor is assigned by the department during fall term of the first year. Students may change advisors later if they wish.

Degree Requirements

A minimum of 52 graduate credits is required for the master's degree. To fulfill degree requirements, all courses

must be taken on a graded basis. Course work must be completed with grades of B- or better, and a grade point average (GPA) of 3.00 or better must be maintained.
A student whose knowledge of the language or languages is found to be deficient must take remedial work-an advanced writing class, additional study abroad, or some form of language immersion.

Distribution of Course Work. MA students take Second-Language Teaching Methods (RL 608) fall term of their first year of graduate studies, and Graduate Study in Romance Languages (RL 620) winter term of their first year. In addition, MA students take Romance Languages Colloquium (RL 623) as a two- or four-credit graded course, as well as one 2-credit preparatory reading seminar (RL 607) in preparation for the fall forum held in the second year of the program. The remaining course work is done in French or Italian or Spanish or Romance languages courses. Students pursuing an MA in French, Italian, or Spanish complete at least two 4-credit graduate-level courses in each of the four literary periods listed below.

Students studying for a master's degree in Romance languages must enroll in

- at least one 4-credit, graduate-level course in each of the four literary periods in their major language
- one additional course in each of two periods of their choosing in their major language
- at least one 4-credit, graduate-level course in each of the four literary periods in their minor language

for a total of 24 credits in the major language and 16 credits in the minor language.

After receiving written permission from their advisors, students may take as many as two courses toward the degree outside the Department of Romance Languages.

Distribution of Literary Periods

French: medieval and Renaissance; 17th-18th centuries; 1830-1945; 1945-present

Italian: medieval; Renaissance; 17th-19th centuries; 20th century-present

Spanish: 11th century-1605; 1605-1810; 1810-1939; 1939-present

Master of Arts Research Project

The degree requires a research project (either a master's essay or a pedagogy portfolio) that allows a student to expand his or her expertise in literary and cultural studies or in teaching language, literature, and culture. A faculty member oversees the development of the final product and evaluates it. The student must identify a faculty member willing to serve as director and secure his or her signature of approval for the project by the ninth week of spring term of the first year.

The research project should be between 6,000 and 9,000 words. In consultation with the research project director, the student chooses whether to write the project in a Romance language or in English.

Research projects are approved by the director and are referred to the student's MA examination committee (see below) for remediation if the work is found to be deficient or in need of revision. The director submits a final copy of the approved essay or portfolio to the department office by the last day of classes in spring term of the second year.

Essay in literary and cultural studies. This essay allows students to widen their knowledge in one or more Romance languages, literatures, and cultures. In addition, the essay permits students to focus in greater depth on writing formal academic prose, presenting an interpretation, constructing an argument, documenting sources and references, and honing persuasive strategies. At the end of the first year of study, the student chooses one of the seminar papers that he or she submitted during the first three terms of course work. During the summer session immediately following, the student expands and polishes the paper.

Students who plan to apply for the PhD program in Romance languages at the University of Oregon must complete an essay in literary and cultural studies.

MA pedagogy portfolio in teaching language, literature, and culture. This project allows students to explore in depth specific issues of teaching a Romance language, its literature and cultures. The portfolio is designed in consultation with the director and serves to demonstrate the student's professional expertise. The portfolio may include the following documents: a coherent collection of teaching materials supported by a theoretical rationale; a description, personal assessment, and third-party evaluation of an internship experience (e.g., a participatory learning experience at the UO); a formal "philosophy of teaching" statement; documentation of participation in a professional conference; and other components as recommended by the director.

Students who plan to apply for the doctoral program in Romance languages at the University of Oregon must complete a master of arts essay in literary and cultural studies.
Examinations. The master of arts examination comprises two four-hour exams taken in the seventh week of spring term in the second year.

For students studying for the MA in French, Italian, or Spanish, the first exam consists of one specific question in each of the four literary periods. The second exam consists of a detailed analysis of a short text in two parts: a close reading of the text and a consideration of the text in its social, historical, cultural, and/or literary contexts. The student, in consultation with the examination committee, chooses in which of the four periods this second exam is done.

The exams for the Romance languages MA are similar to those for French, Italian and Spanish. However, in the first exam students are asked to draw on examples from both their major and minor literatures in their answer to at least one of the questions. They are encouraged (but not required) to refer to both literatures in their answers to the other three short questions.

The graduate secretary informs the students and the examination committee members of the scheduled exam date.

Examination Committee

By the sixth week of fall term in the second year, students submit to their advisors and to the director of graduate studies an MA Examination Committee form with the names of faculty members suggested to cover other examination periods and signed by the committee chair.

By the end of the tenth week of fall term in the second year, students submit a preliminary examination reading list of literary works on which to be examined to the members of their exam committees and to the director of graduate studies.

Examination reading list. Students construct a reading list, drawn up in consultation with the exam committee, using the departmental reading list and the syllabuses and bibliographies of the seminars they have taken, as well as the summer reading done in preparation for the fall forum.

For students studying for the MA in French, Italian, or Spanish, the reading list consists of at least ten items in each of the four periods, drawn up in consultation with the exam committee. Of the ten works in each period, at least five must be chosen from the departmental reading list. The other works can be suggested by the student, based on his or her own interests and readings.

For students studying for the MA in Romance languages, the reading list consists of at least twelve items in each of the four periods: eight in the major language and four in the minor. Of the eight works in the major language, at least four must be chosen from the departmental reading list; all texts in the minor language must be chosen from the departmental reading list.

The examination reading list also contains two additional secondary readings (usually literary histories or general literary surveys) that cover the four periods, also drawn from the departmental reading list.

The final version of the examination reading list must be approved and signed by the student's exam committee and filed with the graduate secretary by the end of winter term of the second year. Students are responsible for distributing the approved reading list to the MA committee members as soon as the list is approved.

Examination questions. In all fields, one of the two exams must be answered in the candidate's major language; the other can be written in the major language or in English. Choice of language is to be determined in consultation with the committee chair.

The four members of the MA exam committee work together to prepare the questions for the candidate. The exam committee chair is responsible for collecting questions from the committee members and submitting them to the graduate secretary. On the first exam, the candidate answers four questions, choosing between two questions in each of four periods. On the second exam, the candidate chooses between two possible selections for the close reading analysis. The four members read and grade both exams and come to an agreement on the final grade to be submitted for each exam. The committee chair moderates this discussion, submits the grades to the graduate secretary, and communicates the results to the candidate. The student passes when the average grade for each exam is satisfactory ("low pass," "pass" or "high pass").

The master's examination is a closed book exam and therefore without footnotes or a bibliography. The exam must be typed using a twelve-point font, double-spaced.

Students who fail the master of arts examination in whole or in part will be allowed to take it over (in whole or in part) once. They are encouraged to do so during the course of the following term (usually the summer session)

and no later than six months after failing. If they fail again, they are disqualified.
Research (FR, ITAL, or SPAN 601) and Practicum (FR, ITAL, or SPAN 609). Students who hold a GTF appointment may register for 2 credits of Practicum or one credit of Research in order to complete the nine credits per term required by the Graduate School (two graduate courses constitute 8 credits). During the first quarter of their first year, students holding a GTF appointment use Practicum to develop their teaching skills in practical application. Students not holding a GTF appointment are encouraged to take a third course (for a total of 12 credits) or 1 credit of Research to work on an independent research project.

Reading and Conference (FR, ITAL, or SPAN 605). Students may request to do a Reading and Conference course to address a specific problem on which no course currently exists. Before the end of the term preceding the Reading and Conference course, the student prepares a project proposal and submits it to the faculty member with whom he or she wants to work. The project proposal should include a statement of the problem the student wants to explore and a tentative reading list of primary and secondary sources. Only one 4-credit Reading and Conference course may be used to satisfy requirements for the MA degree.

Reading and Conference (RL 605). The purpose of this required independent reading course is to motivate students to begin reading during the summer following their first year in the MA program in preparation for the exams that will take place in the spring term of their second year.

During the spring term of the first year of the MA program, students present to their advisors a reading list of eight to ten works to be studied during the summer. The books must belong to no more than two of the periods defined by the MA program, and five of the books must be taken from the departmental reading list. At least one of the texts should be a literary history or a similar text about the period. This approved list (signed by the faculty advisor) will be submitted to the director of graduate studies before the end of the spring term.

In fall term, students will register for a 2-credit, graded Reading and Conference course with the director of graduate studies as the instructor of record.

In the third week of the fall term of the second year, students present the findings of their summer study in a public forum. This one-day forum is organized as a professional meeting, with a chair for each session, a discussion following the presentations, and refreshments. Two or three faculty members are present during these presentations, as well as all MA students.

Presentations are fifteen minutes long and delivered in English. Presentations focus on the main themes that students have explored in their readings. Students should be able to discuss both literary techniques and historical context of the period selected, providing examples from the books they have read. Plot summaries should be avoided.

At the end of the presentations, the faculty members meet to evaluate the presentations. On satisfactory completion of this exercise, students receive 2 graded credits for the course. If the faculty members find that a presentation was deficient, they recommend that the student do supervised reading with the faculty specialist in the period before being assigned a grade and receiving course credit.

Incompletes. Incompletes are strongly discouraged. However, students who find it necessary to ask for an incomplete are urged to complete their incompletes as rapidly as possible. Agreements for obtaining and completing incompletes must be filed with the department. Graduate students must convert a graduate course incomplete into a passing grade within one calendar year of the assignment of the incomplete. Any student who has more than 5 credits of incompletes is making unsatisfactory progress toward the degree.

Doctor of Philosophy

The PhD program in Romance languages is designed to provide (1) a thorough familiarity with several fields (e.g., a movement, a genre, a period, or a literary problem), (2) the opportunity to situate the student's special interests in the wider context of Romance languages and literatures as well as in the context of trends inside and outside Western European culture, (3) the tools necessary to engage literary issues at a high level, and (4) the ability to examine new and challenging literary or theoretical perspectives.

Students who enter the PhD program with no knowledge of a second Romance language are required to start learning one as soon as possible during their graduate studies.

The PhD program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

Course Work. The PhD degree requires a total of 84 graduate-level credits-32 credits in addition to the 52 required for the master's degree. Course work applied to the degree must be taken for letter grades, and a grade point average (GPA) of 3.00 or better must be maintained.

Students must complete at least 21 graduate seminars in the department (at least 84 credits in all) beyond the

bachelor's degree. PhD students must thus take at least 8 graduate courses (32 credits) beyond the 13 courses (52 credits) required for the master's. Only one of these 8 courses (4 credits) may be satisfied in the form of a Reading and Conference course (FR, ITAL, SPAN 605).
Of the twenty-one courses (84 credits), three (12 credits) must be taken in a second Romance language.

As many as three of the twenty-one courses (12 of the 84 credits) may be taken outside the department, with the authorization of the advisor, and provided that the courses bear directly on the student's program of study.

Doctoral students are also strongly encouraged to take Romance Languages Colloquium (RL 623) for at least two credits. Colloquium may either be taken as a 2-credit pass/no pass course (in which case it does not count toward the 52 credits required for the degree) or as a 4-credit graded course.

Students with an MA in French, Italian, Spanish, or Romance languages from the University of Oregon may count a maximum of two graduate courses completed during the MA program toward PhD course requirements, provided that these courses were not used to fulfill MA requirements.

Graduate students with an MA in French, Italian, Spanish, or Romance languages from another institution must take a minimum of 40 credits in the Department of Romance Languages. The department's graduate committee evaluates previous graduate course work and determines whether additional work is necessary to fill any gaps in a student's preparation. This may result in a student having to take more than 40 credits at the University of Oregon-up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master's degree is in a field other than Romance languages, the graduate committee may admit the student into the master's program. In this case, the student may submit a petition to the committee to transfer a maximum of three courses toward the twelve courses required for the MA 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 PhD program should develop, as soon as possible but no later than the third term of course work beyond the master's degree, a field of interest that forms the basis of their research for the PhD comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the areas of concentration 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 subfields should be defined and prepared with three members of the Romance languages faculty who constitute the PhD examination committee. One of these faculty members should represent the student's second Romance language. A fourth member may be added from another department. In consultation with the members of the examination committee, the student creates a reading list for each of the subfields. The reading list must be approved by the examination committee no later than four weeks before the date of the exam. Student are responsible for distributing the reading list to the committee members of the examination committee as soon as the list is approved.

The written examinations take the form of two essays that respond to questions formulated by members of the PhD examination committee. Each written examination covers one of the subfields and is a maximum of 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 help to define a project within the student's field of interest.

Typically undertaken during the fifth term of study following the master's degree, the comprehensive examination should result in clarification of the dissertation's subject matter and possible approaches to it. The exam should, in other words, yield at least a tentative dissertation topic.

A student who fails the PhD examination in whole or in part will be allowed to take it over (in whole or in part) once. The student is encouraged to do so no later than six months after failing. A second failure results in disqualification.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

With the successful completion of the PhD comprehensive exam, the student will advance to candidacy and begin preparing the dissertation prospectus.

Dissertation Prospectus. The prospectus, typically completed during the sixth term of study following the master's degree, defines the scope of the dissertation and demonstrates the originality of the project. It consists of an eight- to ten-page description of the proposed dissertation project and a substantial research bibliography of primary and secondary material.

Students are responsible for putting together a dissertation committee, which typically consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another department. A student may also choose to have two codirectors in the Department of Romance Languages (plus two further members of the department).
When the student has a solid draft of the prospectus, she or he schedules a meeting with the dissertation committee members for a presentation and discussion of the prospectus. Following this conversation, the student will make final revisions to the prospectus. Once the committee has given its final approval, the student submits the prospectus to the department for filing.

Students are reminded that they must have a dissertation committee in place and proper documents filed with the Graduate School six months before the dissertation defense.

Any student making significant changes to the dissertation project after the final approval of the prospectus must schedule a meeting with the dissertation committee before proceeding.

Dissertation. The dissertation constitutes an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature literary interpretation, informed and reasoned argument, and an awareness of the means and goals of research.

It is the student's responsibility to ascertain the rules and deadlines of the Graduate School for proper filing of the dissertation. Students are strongly encouraged to familiarize themselves with the stringent formatting and structure guidelines for the dissertation provided by the Graduate School (available online).

A final copy of the dissertation must be distributed to the dissertation committee for final approval at least three weeks before the dissertation defense.

Final Oral Defense. When all members of the dissertation committee has approved the dissertation, a final public oral presentation and defense of the work is held.

Funding

All post-MA work, including the dissertation, is typically completed in four to five years of study. PhD students making satisfactory progress toward the degree are eligible for funding packages in the form of Graduate Teaching Fellowships. These fellowships include stipends for teaching, as well as tuition waivers. Satisfactory progress entails completing all courses taken for credit with a grade of mid-B or better; passing the PhD comprehensive examination; timely submission of an acceptable dissertation prospectus; and regular and timely progress on the dissertation itself.

Romance Languages Courses (RL)

199 Special Studies: [Topic] (1-5R)
399 Special Studies: [Topic] (1-5R)

404 Bilingual Internship (2R) Bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: third-year language competence. **R** in another term.

407/507 Seminar: [Topic] (1-5R) Changing topics on issues relevant to study in two or more Romance languages. Recent topics include Travel Writing, Testimonial Writing, Caribbean Women Writers. Prereq: One 300-level literature course in any Romance language.

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

491/591 Holocaust Writers in the Romance World (4) Examines the memoirs of three Holocaust survivors: Jorge Semprún (Spain), Charlotte Delbo (France), and Primo Levi (Italy), with emphasis on exploring how the Holocaust functions in memoirs of non-Jewish and secular Jewish survivors. Offered alternate years.

503 Thesis (1-16R)

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

604 Bilingual Internship (2R) A bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: third-year language competence. **R** in another term.

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

608 Workshop: [Topic] (2-4R) Teaching Methods offered fall term only. Other workshops may be offered. **R** when topic changes.

609 Supervised Tutoring (1-16R)

620 Graduate Study in Romance Languages (2-4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development. García-Pabón, Gould, Lollini, Psaki.
623 Romance Languages Colloquium: [Topic] (2-4R) Seminar organized around a series of speakers exposes students to critical and theoretical issues central to the study of Romance languages and literatures. **R** for a maximum of 8 credits.

French Courses (FR)

Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year French (5,5,5) Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French. Prereq for 102: FR 101; prereq for 103: FR 102.

111, 112 Intensive Beginning French (5,5) Intensive study for experienced language learners; introduction to French culture. Prereq for 111: previous study of French or competence in another Romance language; prereq for 112: FR 111. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French.

150 Cultural Legacies of France (4) French civilization in France and beyond. Possible topics are the Francophone world, premodern, early modern, and modern France; French film, architecture, and painting. Conducted in English.

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year French (4,4,4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Prereq for 201: first-year language competence; prereq for 202: FR 201; prereq for 203: FR 202.

301 *Culture et langage: la France contemporaine*(4) Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French. Prereq: FR 203.

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.

307 Oral Skills (2R) Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 203; WR 122 or 123. **R** once for maximum of 4 credits.

317 French Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. Prereq: FR 301 or 303.

318 French Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. Prereq: FR 301 or 303.

319 French Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Prereq: FR 301 or 303.

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.

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. Not offered 2013-14.

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.

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.

362 French Film (4) Explores the values and legacies of French culture on the continent and the former colonies as reflected in French films and texts. Prereq: FR 301, 303.

399 Special Studies: [Topic] (1-5R) Prereq: FR 301, 303.

403 Thesis (3-6R)

405 Reading and Conference: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-6R) Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre. Prereq: two from FR 317, 318, 319.

408/508 Workshop: [Topic] (1-12R)

409 Practicum: [Topic] (1-4R)
410/510 Experimental Course: [Topic] (1-4R)

416 Advanced Writing in French (4)

425 French-English Translation (4) Offers an overview of translation theory and practice from English to French and French to English. Prereq: FR 301, 303.

450/550 17th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 17th-century French literature. Prereq: FR 317, 318, 319. **R** when topic changes. Albert-Galtier.

451/551 Baroque Theater: [Topic] (4R) Intensive study of representative plays by Moliere, Racine, or Corneille with emphasis on modern criticism. Prereq: FR 317, 318, 319. **R** when topic changes for maximum of 16 credits. Not offered 2013-14.

460/560 18th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century. Prereq: FR 317, 318, 319. **R** when topic changes. Not offered 2013-14.

480/580 19th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 19th-century French literature. Prereq for 480: FR 317, 318, 319. **R** when topic changes.

490/590 20th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 20th-century French literature. Recent topics include African Identities, The French Novel in 2000, Postcolonial Africa. Prereq: FR 317, 318, 319. **R** when topic changes.

497 Francophone Women's Writing (4) Developments in literature by women from areas such as Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, the Indian Ocean, and Europe. Prereq: FR 317, 318, 319.

RL 503 Thesis (1-16R)

601 Research: [Topic] (1-6R)

RL 603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

609 Practicum: [Topic] (1-4R)

683 Mallarmé (4) Study of Stéphane Mallarmé's poetry, prose, and critical essays and his influence on modern French thinkers including Sartre, Derrida, Kristeva, and Lévinas. Readings in French; conducted in English. Not offered 2013-14.

Italian Courses (ITAL)

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Italian (5,5,5) Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence. Prereq for 102: ITAL 101; prereq for 103: ITAL 102.

104, 105 Intensive First-Year Italian (6,6) Covers in two terms the work of ITAL 101, 102, 103. Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian. Prereq for 105: ITAL 104.

150 Cultural Legacies of Italy (4) Italy's contributions to world cultures includes topics such as modern Italian life, Italians in America, Italian cinema and its influence, the Italian Renaissance, Roman art, opera. Conducted in English.

151 Italian Cinema (2R) Explores a variety of topics of cultural interest through discussions based on weekly viewings of films in Italian. **R** once for a maximum of 4 credits.

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Italian (4,4,4) Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian. Prereq for 201: first-year language competence; prereq for 202: ITAL 201; prereq for 203: ITAL 202.

301 *Cultura e lingua: l'Italia contemporanea*(4) Analysis of Italian history and society since the unification of Italy through the readings of a short novel. Vocabulary enrichment activities and grammar review. Prereq: ITAL 203.

303 *Cultura e lingua: società, economia, politica*(4) Analysis of Italian society, its economy and politics from 1950 to present. Readings of short stories and magazine articles, viewing of films. Vocabulary enrichment activities and grammar review. Prereq: ITAL 203.

305 *Cultura e lingua: arte, musica, i mass media*(4) Artistic expressions over time and the influence of the mass media on social structures and language. Prereq: ITAL 203.
307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to language laboratory work. Prereq: ITAL 203. **R** twice for maximum of 6 credits.

317 Italian Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in Italian literature and art from the medieval and Renaissance periods. Prereq: ITAL 203. Conducted in Italian.

318 Italian Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Conducted in Italian. Prereq: ITAL 203.

319 Italian Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Conducted in Italian. Prereq: ITAL 203.

320 Intensive Italian Grammar Review (4) Bridges second- and third-year culture and literature courses. Provides review, synthesis, consolidation, and elaboration of linguistic knowledge gained from lower-division courses. Prereq: ITAL 203.

399 Special Studies: [Topic] (1-5R) R when topic changes.

403 Thesis (3-6R)

405 Reading and Conference: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-6R) Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis. Prereq: one from ITAL 317, 318, 319.

408 Workshop: [Topic] (1-12R) Special group activities such as production of Italian plays.

409 Practicum: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-4R)

441/541 Medieval Italian Culture: [Topic] (4R) Cultural productions of 13th- and 14th-century Italy (e.g., translating Dante, rewriting Boccaccio, chivalric romance) and the history of their interpretation. Conducted in Italian. **R** twice when topic changes for a 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, representations of otherness, Boccaccio and his influence). Conducted in Italian. Prereq: ITAL 317 or 318 or 319. **R** twice when topic changes for maximum of 12 credits. Psaki.

449/549 Humanism and the Renaissance (4) Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Colonna, Franco, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essays in criticism and theory. Conducted in Italian. Prereq: ITAL 317 or 318 or 319.

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: ITAL 317 or 318 or 319. Not offered 2013-14.

481/581 19th-Century Literature: [Topic] (4R) Topics concerning issues or authors in 19th-century Italian literature (e.g., Irony and Novel, Leopardi and Italian Romanticism). Conducted in Italian. Prereq: ITAL 317 or 318 or 319. **R** when topic changes.

491/591 20th-Century Literature: [Topic] (4R) Topics about issues or figures in 20th-century Italian literature (e.g., Modern Lyric Poetry, Postmodern Narrative). Conducted in Italian. Prereq: ITAL 317 or 318 or 319. **R** when topic changes.

RL 503 Thesis (1-16R)

601 Research: [Topic] (1-6R)

RL 603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

609 Practicum: [Topic] (1-4R)

Portuguese Courses (PORT)

101, 102, 103 First-Year Portuguese (5,5,5) Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence.

150 Lusofonia: The Portuguese-Speaking World (4) Topics in the history and contemporary cultures of the regions where Portuguese is spoken (Portugal, Brazil, Africa, Asia, and North America).

199 Special Studies: [Topic] (1-4R)
201, 202, 203 Second-Year Portuguese (5,5,5) Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence. Prereq: PORT 103 or equivalent.

399 Special Studies: [Topic] (1-5R)

Spanish Courses (SPAN)

Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Spanish (5,5,5) Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish. Prereq for 102: SPAN 101; prereq for 103: SPAN 102.

111, 112 Intensive Beginning Spanish (5,5) Intensive study for experienced language learners; introduction to Hispanic culture. Prereq for 111: previous study of Spanish or competence in another language; prereq for 112: SPAN 111. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, 102, 103 for more than 15 credits of first-year Spanish.

150 Cultures of the Spanish-Speaking World (4) Topics in the language and cultures of the Spanish-speaking world. May include dialects of Spanish; Jewish, Arabic, and Christian relations in medieval Iberia; the encounter with the New World. Conducted in English. Davis, Gladhart, Herrmann, Wacks.

151 Spanish Cinema (2R) Explores a variety of topics of cultural interest through discussions based on weekly viewings of films in Spanish. **R** once for a maximum of 4 credits.

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Spanish (4,4,4) Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish. Prereq for 201: first-year language competence; prereq for 202: SPAN 201; prereq for 203: SPAN 202.

218 Latino Heritage I (5) Basic oral and reading skills for heritage language learners-students whose first language is Spanish, but whose knowledge of the language is minimal because of their switch to English. Content focuses on personal experiences in U.S. Latino communities. Prereq: placement through self-identification or placement by Spanish heritage language placement test.

228 Latino Heritage II (5) Intermediate-level language development (oral skills, academic Spanish) for heritage language learners of Spanish, with focus on the U.S. Latino experience and the larger Spanish-speaking world. Prereq: SPAN 218 or placement by Spanish heritage language placement test.

301 *Cultura y lengua: identidades hispanas*(4) Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Taught in Spanish. Prereq: SPAN 203 or 228.

303 *Cultura y lengua: expresiones artísticas*(4) Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Taught in Spanish. Prereq: SPAN 203 or 228.

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. Taught in Spanish. Prereq: SPAN 203 or 228.

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: Prereq: SPAN 203 or 228. **R** once when content changes for maximum of 4 credits.

308 *Cultura y lengua: comunidades bilingues*(4) Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States where Spanish encounters another language. Taught in Spanish. Prereq: SPAN 203 or 228.

311 Advanced Writing in Spanish (4) Provides additional language development for students, emphasizing academic writing skills in Spanish. Prereq: two from SPAN 301, 303, 305, 308.

312 Spanish in the Media (4) Advanced writing for heritage learners of Spanish; transition from oral skills to general literacy in Spanish for advanced work in the humanities. Prereq: SPAN 308. Recommended preparation: one from SPAN 301, 303, 305.

315 Spanish Pronunciation and Phonetics (4) Study of Spanish sounds, rhythms, and intonation; supervised

pronunciation practice. Prereq: two from SPAN 301, 303, 305, 308.

316, 317 Survey of Peninsular Spanish Literature (4,4) Introduction to major themes and ideas from peninsular Spanish literature through the reading of representative texts. 316: medieval period to 1800; 317: 1800 to the present. Prereq: two from SPAN 301, 303, 305, 308.

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, 308.

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, 308.

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 or 228.

322 Introduction to Hispanic Linguistics (4) Linguistic description of the Spanish language, including phonetics and phonology, morphology, syntax, history, and social and geographical variation. Prereq: two from SPAN 301, 303, 305, 308, 311.

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, 308.

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, 308.

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, 308.

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, 308.

363 Hispanic Culture and Civilization (4) Intellectual, cultural, and historical backgrounds of Latin America. Prereq: two from SPAN 301, 303, 305, 308. Not offered 2013-14.

399 Special Studies: [Topic] (1-5R)

403 Thesis (3-6R)

405 Reading and Conference: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-6R) Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature. Prereq: two from SPAN 316, 317, 318, 319.

408 Workshop: [Topic] (1-12R) Special on-campus activities in Spanish.

409 Practicum: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-4R) Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity.

420/520 Spanish Linguistics: [Topic] (4R) Variable topics in Spanish linguistics, including Advanced Grammar, History of the Spanish Language, The Language of Iberia, Spanish Sociolinguistics. Prereq: two from SPAN 316, 317, 318, 319. SPAN 315 and 320 recommended preparation. **R** when topic changes.

424/524 History of the Spanish Language (4) Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Prereq: SPAN 315, 320, 322. Offered alternate years; not offered 2013-14.

425 Literary Translation (4) Variable topics include con textos, first issues, and cultural translation-transculturation in practice. Prereq: two from SPAN 301, 303, 305, 308. SPAN 420/520 recommended.

428/528 Spanish in the United States (4) The history and description of the linguistic characteristics of and narratives about the use of Spanish within the United States. Prereq: SPAN 308; coreq: SPAN 320, 322. Offered alternate years.

436 Contemporary Mexican Literature: [Topic] (4R) Explores major aesthetics trends, genres, authors. Prereq: two from SPAN 316, 317, 318, 319. **R** thrice when topic changes for maximum of 16 credits. Not offered 2013-14.

437/537 Contemporary Latin American Verse: [Topic] (4R) Explores major aesthetic trends, authors, and works in contemporary Latin American poetry. Topics include avant-garde poetry, poetry and subjectivity,

poetry and modernism. Prereq: two from SPAN 316, 317, 318, 319. **R** thrice when topic changes for maximum of 16 credits. Not offered 2013-14.

450/550 Colonial Latin American Literature: [Topic] (4R) Representative works of Colonial Latin America. Recent topics include Mestizaje, Colonial Theater, Colonial Literature, Carlos Fuentes. Prereq: two from SPAN 316, 317, 318, 319. **R** twice when topic changes for maximum of 12 credits.

451/551 Sor Juana and Her Context (4) The debate on women and the woman intellectual; aesthetic definitions and the social meaning of Renaissance and baroque. Taught in Spanish. Prereq: two from SPAN 316, 317, 318, 319.

452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the romance; poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Góngora, Lope de Vega, and Quevedo. Prereq: two from SPAN 316, 317, 318, 319.

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; prereq for nonmajors: equivalent background in literature. Not offered 2013-14.

466/566 Introduction to Spanish Golden Age (4) Survey of major figures and cultural issues in the Spanish Golden Age, ca. 1500s-1700s. Prereq: two from SPAN 316, 317, 318, 319.

480/580 19th-Century Spanish American Literature: [Topic] (4R) Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Prereq: two from SPAN 316, 317, 318, 319. **R** twice when topic changes for maximum of 12 credits.

490/590 20th-Century Latin American Literature: [Topic] (4R) Explores major literary trends, authors, and works. Recent topics are Avante-garde in the Mexican Revolution, Latin American Theater, Testimonial Literature. Prereq: two from SPAN 316, 317, 318, 319. **R** twice when topic changes for maximum of 12 credits.

RL 503 Thesis (1-16R)

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, 308. **R** once for maximum of 4 credits.

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)

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.

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Russian, East European, and Eurasian Studies

Katya E. Hokanson, Program Director
541-346-4078
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http://uoregon.edu/~reesc

Faculty

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

Yelaina Kripkov, senior instructor (Russian language, culture); coordinator, Russian language program. MA, 1983, Moscow State Pedagogical Institute; PhD, 1996, Kansas. (1995)

Julia Nemirovskaya, instructor (Russian literature and theater). MA, 1986, PhD, 1991, Moscow State. (2002)

Jenifer Presto, associate professor (19th- and 20th-century Russian and European poetry, symbolism, feminism). A.B., 1985, Smith; M.A., 1988, Middlebury; M.A., 1989, Ph.D., 1996, Wisconsin, Madison. (2003)

Participating

Heghine Hakobyan, UO Libraries

Julie Hessler, history (20th-century Russia, Europe)

R. Alan Kimball, history (modern Russia)

Karrie Koesel, political science (comparative politics)

Mark Levy, music (ethnomusicology)

Susanna Soojung Lim, honors college (19th- and 20th-century Russian literature)

Mikhail Myagkov, political science (comparative politics, formal political theory)

Stephen J. Shoemaker, religious studies (history of Eastern Christianity)

Carol T. Silverman, anthropology (performance, eastern Europe, gender)

Caleb Southworth, sociology (economic sociology, postsocialist societies, quantitative-historical methods)

Cynthia M. Vakareliyska, linguistics (Slavic linguistics)

Courtesy

Richard Morris, courtesy professor (Russian and East European regional studies). MA, 1975 Western Washington; PhD, 1981, Oregon. (1982)

Nathan Rosen, courtesy professor (Russian literature). BA, 1941, Brooklyn; MA, 1948, PhD 1961, Columbia. (1990)

Emeriti

Esther Jacobson-Tepfer, history of art and architecture

Ronald Wixman, geography

Associated

John E. Bonine, law

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 Program

The Russian, East European, and Eurasian Studies Program 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 program sponsors extended stays by visiting Fulbright and International Research and Exchange Board scholars from Russia and Eastern Europe.

Overseas Study. Qualified students of Russian may spend a summer, semester, or academic year in the Commonwealth of Independent States-in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate. Participating CIEE schools include Novosibirsk State University and St. Petersburg University. Students may also participate in Moscow and St. Petersburg programs sponsored by the American Council of Teachers of Russian. Opportunities also exist for study in the Czech Republic, Hungary, and Poland. Limited fellowship aid is available for these programs.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog. Students interested in study in the Commonwealth of Independent States or in Eastern Europe should write or call the Overseas Program Coordinator, International Affairs, 5209 University of Oregon, Eugene OR 97403-5209; telephone 541-346-3206.

Cultural Programs. The program sponsors lectures, panel discussions, symposiums, films, plays, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the program faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irkutsk Sister City Committee. Students in the program 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 program offers the following concentrations for the undergraduate major and minor, the master's degree, and the graduate certificate:

- Russian literature

- Russian language

- Slavic linguistics

- Russian and East European history

- Contemporary Russia, East Europe, and Eurasia

Courses with these focus areas are offered by the program and such participating departments as anthropology, geography, history, political science, and sociology. Any course taken that includes instruction on one of these focus areas and has at least 40 percent Russian, East European, former Soviet Eurasian, or Slavic content, including independent research undertaken by the student, may be applied to the field of concentration requirement with administrative approval. Students may petition to have courses taken in other disciplines count

toward the concentration or elective requirement if the content of these courses meets the 40 percent standard. This applies to regularly scheduled courses and to independent reading and conference courses.
Students can request sample programs of study in the various concentrations from their advisor or from the program's office.

Undergraduate Studies

The program offers a bachelor of arts degree (BA) and a minor. The undergraduate certificate is inactive.

Major Requirements

The major requires 40 graded credits; courses must be passed with grades of C- or better. Credits used to fulfill the language requirement may not be applied to the 40-credit requirement.

1. **Language**. Three years of college study or equivalent in languages of the region. The language requirement is fulfulled by taking three years of a Slavic language-usually Russian. Students may petition to substitute one year of a second Slavic language for one year of the primary Slavic language. The language option is chosen in consultation with program advisors
2. **Field of concentration**. Four 4-credit upper-division courses in one of the concentrations described under General Requirements, of which two must be 400-level courses
3. **Research**. A research paper written in conjunction with one of the upper-division courses or as a separate reading and conference course in the field of concentration
4. **Electives**. Twenty-four credits of course work, of which at least 12 (typically three 4-credit courses) must be upper division. As many as 8 of these credits may be in the concentration area, but may not be used to satisfy both the concentration requirement and the elective requirement. Electives must include courses in at least two fields outside the concentration

Double Majors

Subject to approval by program administrators, as many as four 300- and 400-level courses taken to fulfill requirements for a second major may be used to fulfill the 40-credit requirement of the Russian and East European studies major. To apply for a double major, students must complete and submit a declaration form to the center's office.

Honors in Russian, East European, and Eurasian 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 advisor, 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 program faculty member. The thesis, which fulfills the research requirement, must be completed at least one term before the term of graduation.

Minor Requirements

The minor requires 28 graded credits; courses must be passed with a grade of C- or better. Courses taken to fulfill major requirements may not be used to fulfill the 28-credit requirement.

1. **Language**. See Language under Major Requirements above
2. **Field of concentration**. Three 4-credit courses in one concentration, of which two must be upper division and at least one must be a 400-level course
3. **Research**. See Research under Major Requirements above
4. **Electives**. Sixteen credits of course work, of which 12 (typically three 4-credit courses) must be upper division. As many as 4 credits of elective course work may be taken in the concentration area, but may not be used to satisfy both the concentration requirement and the elective requirement

There is no limit on the number of language courses taken at other universities, including courses taken abroad, that may be used to satisfy the language requirement for the major or minor, subject to an equivalency assessment by the Russian language coordinator. With respect to concentration and elective requirements, undergraduate majors may apply as many as 4 upper-division transfer credits toward the concentration and as many as 12 transfer credits toward the elective requirement, but not toward universitywide graduation requirements.

Secondary School Teaching Careers

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

Graduate Studies

The program offers a master of arts (MA) and a graduate certificate in Russian and East European studies. The center is affiliated with the master's and PhD programs in comparative literature and linguistics, and students in the center have also successfully applied to PhD programs in history, geography, and other fields.

Master of Arts

Application. Graduate application materials are available in the center's office. The application deadline for admission the following fall term is February 1. Applicants who are not seeking graduate fellowship support are considered for admission throughout the academic year if space is available in the program.

Incoming candidates for the master's degree must meet with an advisor 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 advisor and submit an updated program plan every spring term. Students and their advisors use degree planning sheets to design individual programs.

Degree Requirements

The MA in Russian and East European Studies requires 49 graded graduate-level credits; courses must be passed with grades of B- or better. Credits used to fulfill the language requirement may not be applied to the 49-credit requirement. The MA 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 MA or PhD degree. Courses taken to fulfill the graduate degree may also be used to fulfill certificate requirements. Master's candidates in the program may earn the

graduate certificate if the field of concentration chosen for the certificate is not the same as the one for the master's degree.

Russian Courses (RUSS)

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, conversation, reading, and composition.
121 Spoken Russian (1-2R) Practice in improving Russian speech, comprehension, and listening skills. Exercises reinforce grammar and vocabulary learned in class instruction. Coreq: RUSS 101, 102, 103. **R** twice for maximum of 6 credits.

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

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

199 Special Studies: [Topic] (1-5R) R when topic changes.

201, 202, 203 Second-Year Russian (5,5,5) Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Kripkov.

204, 205, 206 Introduction to Russian Literature (4,4,4) Survey of Russian literature from its origins to the present; emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works. Readings, lectures, and discussions in English. Hokanson, Presto.

221 Spoken Russian (1-2R) See description for RUSS 121. Coreq: RUSS 201, 202, 203. **R** twice for maximum of 6 credits.

240 Russian Culture (4) Comparative aesthetics and development of art, film, architecture, music, and literature in the context of Russian intellectual history. Readings, lectures, and discussions in English. Nemirovskaya.

309 Russian through Theater (2-4R) Combined elements of Russian language, literature, and culture learned through participation in a theater production. Credits vary with degree of involvement. Prereq: RUSS 103. **R** when different theater production is offered.

316, 317, 318 Third-Year Russian (5,5,5) Intermediate-to-advanced Russian. Further development of basic skills, with special attention to reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication. Prereq: RUSS 203 or equivalent. Kripkov.

331 Russian Short Story (4) Analysis of short stories by important 19th- and 20th-century Russian writers in the context of social, political, and literary development. Readings in English. Offered alternate years. Presto.

334 Dostoevsky (4) Introduction to the novels and short stories of Dostoevsky. His literary, ethical, and political development. Readings and instruction in English. Presto.

335 Tolstoy (4) Examines short and long works by Leo Tolstoy, focusing on ethical questions and Tolstoy's literary art. Readings and instruction in English. Hokanson, Presto.

340 Russian Women in Literature (4) Explores writings and lives of Russian women in the 19th and 20th centuries and their image in literature. Readings and instruction in English. Offered alternate years. Hokanson.

351 Russian Literature and Film (4) Introduction to great works of 19th-century Russian literature and analysis of the cinematic adaptation of these works by Western filmmakers. Presto.

399 Special Studies: [Topic] (1-5R) R when topic changes.

401 Research: [Topic] (2-6R)

403 Thesis (3-6R)

405 Reading and Conference: [Topic] (1-6R)

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (2-4R) R when topic changes.

408/508 Colloquium: [Topic] (2-4R) Special on-campus activities. Conducted in Russian. **R** when topic changes.

409 Practicum: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (2-4R) R when topic changes.

426/526 Classics of Russian Poetry: [Topic] (4R) Comprehensive study of selected topics in Russian poetry (e.g., Alexander Pushkin, Russian symbolism, acmeism, futurism, and contemporary poetry). **R** twice when topic changes for maximum of 12 credits. Presto, Rice.

434/534 Russian Literature: [Topic] (4R) Comprehensive study of selected topics in Russian literature, (e.g., 20th-century, contemporary, and Old Russian literature). **R** twice when topic changes for maximum of 12 credits.

436/536 Advanced Russian: [Topic] (4R) Analysis of Russian texts, films, and TV broadcasts about selected topics in Russian culture, literature, politics, and economics with practice in comprehension, conversation, and

composition. Prereq: RUSS 318 or equivalent. **R** twice when topic changes for a maximum of 12 credits. Kripkov.

444/544 Slavic Linguistics: [Topic] (4R) Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. Prereq: RUSS 203 or LING 290. **R** when topic changes. Vakareliyska.

445/545 Old Church Slavonic (4) Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts. Prereq: RUSS 203 or LING 290 or equivalent. Vakareliyska.

503 Thesis (1-9R)

601 Research: [Topic] (2-6R)

602 Supervised College Teaching (1-5R)

605 Reading and Conference: [Topic] (1-6R)

606 Field Studies: [Topic] (1-16R)

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

608 Colloquium: [Topic] (2-4R)

609 Practicum: [Topic] (1-5R)

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

Russian, East European, and Eurasian Studies Courses (REES)

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

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

199 Special Studies: [Topic] (1-5R)

315 Politics of Language (4) Examines some of the major social issues involving language politics in post-1990 Eastern Europe. Vakareliyska.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (2-6R)

403 Thesis (3-6R)

405 Reading and Conference: [Topic] (1-5R)

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (2-4R)

408/508 Colloquium: [Topic] (2-4R)

409 Supervised Tutoring: [Topic] (1-3R)

410/510 Experimental Course: [Topic] (2-6R)

503 Thesis (1-9R)

601 Research: [Topic] (2-6R)

605 Reading and Conference: [Topic] (1-6R)

606 Field Studies: [Topic] (1-16R)

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

608 Colloquium: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

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

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Scandinavian Studies

Michael Stern, Committee Chair
541-346-4051

202 Friendly Hall
1250 University of Oregon
Eugene OR 97403-1250

Steering Committee Faculty

Roger Adkins, Office of International Affairs

James W. Earl, English

Jon M. Erlandson, anthropology

D. Gantt Gurley, German and Scandinavian

Sergio Koreisha, decision sciences

Sonja Rasmussen, International Resource Center

Michael G. Raymer, physics

Lars Skalnes, political science

Alan G. Stavitsky, journalism and communication

Michael Stern, German and Scandinavian

Richard A. Sundt, history of art and architecture

Bruce Harwood Tabb, UO Libraries

Roxi Thoren, landscape architecture

Glenda Fravel Utsey, architecture

Undergraduate Studies

The Scandinavian Studies Committee endeavors to stimulate interest in Scandinavian culture, society, languages, and history. The committee is a focal point for faculty members and students who want to teach or take courses related to Scandinavia or to do research on Scandinavian countries. Students can earn a minor in Scandinavian or a major in German with a focus on Scandinavian. Both academic programs are described in the **German and Scandinavian** section of this catalog.

Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog.

The university has student exchange programs with the University of Aalborg, Copenhagen Business School, Denmark's International Study Program in Copenhagen, the University of Tampere in Finland, the Universities of Bergen and Oslo in Norway, and the University of Uppsala in Sweden. Area-studies courses not offered by the university can often be taken at one of the Nordic universities. The courses may be applied to the Scandinavian minor or the German and Scandinavian focus of the German major.

Committee members have close ties to the information services of Nordic governments. As a result, books, periodicals, and newspapers regularly arrive from Nordic countries.

The UO Friends of Scandinavian Studies, a community-based support group, annually awards scholarship assistance to students seriously engaged in some aspect of Scandinavian studies.

Curriculum

Courses appropriate for Scandinavian studies have been offered in anthropology, comparative literature, English, German and Scandinavian, political science, sociology, and other departments. The Department of German and

Scandinavian offers language instruction in Danish, Finnish, Norwegian, and Swedish.

Graduate Studies

Scandinavian Studies (Courses Section)

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Sociology

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Faculty

Michael B. Aguilera, associate professor (economic sociology, social inequality, race and ethnicity). BA, 1995, California, Irvine; MA, 1995, PhD, 1999, State University of New York, Stony Brook. (2004)

Eleen A. Baumann, senior instructor (crime and social control, family, juvenile delinquency); undergraduate advisor. BA, 1971, Vassar College; MA, 1976, PhD, 1981, Southern California. (1993)

Vallon L. Burris, professor (theory, power structure, network analysis). BA, 1969, Rice; PhD, 1976, Princeton. (1977)

Scott Coltrane, professor (family, gender, social psychology); Donald and Willie Tykeson Dean of Arts and Sciences. BA, 1974, MA, 1985, PhD, 1988, California, Santa Cruz. (2008)

Michael C. Dreiling, associate professor (political sociology, environmental sociology, social movements). BA, 1990, California, Irvine; MA, 1993, PhD, 1997, Michigan, Ann Arbor. (1996)

James R. Elliott, associate professor (stratification, urban sociology, environment). BA, 1989, California, Santa Cruz; MS, 1992, PhD, 1997, Wisconsin, Madison. On leave 2012-13. (2006)

John B. Foster, professor (environment, Marxism, political economy). BA, 1975, Evergreen State; MA, 1977, PhD, 1984, York. (1985)

Aaron O. Gullickson, assistant professor (race and ethnicity, stratification, demography). BA, 1998, Washington (Seattle); MA, 1999, 2001, PhD, 2004, California, Berkeley. (2007)

Patricia A. Gwartney, professor (social demography, methods, stratification). AB, 1973, California, Berkeley; MA, 1979, PhD, 1981, Michigan. (1981)

Jill A. Harrison, assistant professor (work, organizations, qualitative methods). BA, 2000, Youngstown State; MA, 2004, PhD, 2009, Ohio State. (2009)

Jocelyn Hollander, associate professor (gender, microsociology, social inequality). BA, 1987, Stanford; MA, 1991, PhD, 1997, Washington (Seattle). (1997)

Ryan Light, assistant professor (cultural sociology, inequality, social networks). BA, 2000, Kenyon College; MA, 2004, PhD, 2009, Ohio State. (2009)

Gregory McLauchlan, associate professor (urban sociology; political sociology; science, technology, environment). BA, 1974, MA, 1978, PhD, 1988, California, Berkeley. (1989)

Kari Norgaard, associate professor (environmental and cultural sociology, sociology of emotions). BS, 1992, Humboldt State; MA, 1994, Washington State; PhD, 2003, Oregon. (2011)

Matthew Norton, assistant professor (political and cultural sociology, theory). BA, 1998, Villanova; MA, 2002, Bradford; PhD, 2012, Yale. (2012)

Eileen M. Otis, associate professor (gender, labor, China), B.A, 1987, California, Berkeley; MA, 1996 and 1999, California, Santa Barbara; PhD, 2003, California, Davis. (2008)

Elaine Replogle, adjunct instructor (sociology of medicine and mental health, culture, qualitative methods). BA, 1989, Earlham College; M.T.S., 1994, Harvard; MA, 2002, PhD, 2005, Rutgers. (2008)

Ellen K. Scott, professor (gender, social inequality, qualitative methods). BA, 1982, Williams; MA, 1991, New School for Social Research; MA, 1992, PhD, 1997, California, Davis. (2001)

Jiannbin Lee Shiao, associate professor (race and ethnicity, research design, Asian America). BA, 1991, Brown; MA, 1994, 1996, PhD, 1998, California, Berkeley. (1998)

Caleb Southworth, associate professor (economic sociology, comparative-historical methods, exploratory data

analysis). BA, 1989, Michigan, Ann Arbor; MA, 1994, California, Irvine; PhD, 2001, California, Los Angeles. (2001)
Jessica M. Vasquez, assistant professor (race and ethnicity, immigration, family). BA, 1998, Princeton; MA, 2002, PhD, 2007, California, Berkeley. (2012)

Richard York, professor (environmental sociology, statistics, research methods). BS, 1994, Southern Oregon; MS, 1997, Bemidji State; PhD, 2002, Washington State. (2002)

Emeriti

Joan R. Acker, professor emerita. BA, 1946, Hunter; MA, 1948, Chicago; PhD, 1967, Oregon. (1964)

Steven Deutsch, professor emeritus. BA, 1958, Oberlin; MA, 1959, PhD, 1964, Michigan State. (1966)

Richard P. Gale, professor emeritus. BA, 1960, Reed; MA, 1962, Washington State; PhD, 1968, Michigan State. (1967)

Benton Johnson, professor emeritus. BA, 1947, North Carolina; MA, 1953, PhD, 1954, Harvard. (1957)

Kenneth B. Liberman, professor emeritus. BA, 1970, State University of New York, Old Westbury; MA, 1976, PhD, 1981, California, San Diego (1983)

David Milton, professor emeritus. BA, 1963, San Francisco State; MA, 1973, PhD, 1980, California, Berkeley (1978)

Robert M. O'Brien, professor emeritus. BS, 1967, Pomona; MS, 1970, PhD, 1973, Wisconsin. (1981)

Marion Sherman Goldman, professor emeritus [*sic*]. AB, 1967, California, Berkeley; MA, 1970, PhD, 1977, Chicago. (1973)

Donald R. Van Houten, professor emeritus. BA, 1958, Oberlin; PhD, 1967, Pittsburgh. (1968)

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

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 as a consequence of, interaction within groups. The undergraduate program in the Department of Sociology provides a broad understanding of human society for students in every field and integrated programs for majors in sociology.
Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in English composition, mathematics, and second languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory sociology courses as well as courses that fulfill university group requirements.

Careers. Recent graduates with bachelor's degrees in sociology are found in all the pursuits traditionally open to liberal-arts graduates-especially social work, personnel work, and recreation. Some graduates seek additional training in graduate professional schools of social work, business administration, and law. A bachelor's degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

Curriculum

Undergraduate courses in sociology are offered at three levels. Courses at the 200 level provide an introduction to the field. Basic courses are Introduction to Sociology (SOC 204) and Social Inequality (SOC 207).

Courses at the 300 level extend the student's knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

Courses at the 400 level are advanced and specialized. Most build on background obtained in the 200- and 300-level courses. Students require, as prerequisites for enrollment, the successful completion of the core courses (SOC 310-312). 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. 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 core courses:

- Development of Sociology (SOC 310)
- Introduction to Social Research (SOC 311)
- Quantitative Methods in Sociology (SOC 312)

Planning a Program

A faculty advisor is assigned to each student when the major is declared. The department maintains an active peer advising program for undergraduate students. Peer advisors keep regular office hours in the advising office, 706 Prince Lucien Campbell Hall.

With the help of peer advisors and the faculty advisor, each student should select courses that emphasize experiences most useful for the student's educational and career objectives. Students with specific career plans may also go to the Career Center, 220 Hendricks Hall, for advice about suitable course programs.

General Sociology

Work in sociology begins with SOC 204 or 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, social change, and sociological theory help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in methodology and statistics provide a tool kit of analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Concentration Areas

Students can focus upper-division course work in one or more areas of concentration listed below. Concentrations are optional; it is each student's responsibility to plan far enough in advance to complete concentration requirements and to complete the required form in the sociology office. A list of courses to be offered during the academic year is available in the sociology office or peer advising office each fall.

Each concentration requires completion of at least four courses from the respective category with grades of C- or better. Students who successfully complete a concentration receive formal recognition upon graduation. In addition to the courses listed below, approved internships (SOC 404) and special topics courses (SOC 407 and 410) may count toward the completion of the concentration. Information about internships is available in the sociology department office.

Crime and Delinquency. Introduction: Deviance, Control, and Crime (SOC 380), Urbanization and the City (SOC 442), Crime and Social Control (SOC 480), Issues in Deviance, Control, and Crime (SOC 484)

Culture, Education, and Religion. American Society (SOC 301), Sociology of Mass Media (SOC 317), Sociology of the Family (SOC 330), Sociology of Religion (SOC 461), Sociology of Education (SOC 491)

Environment, Population, and Society. American Society (SOC 301), World Population and Social Structure (SOC 303), Community, Environment, and Society (SOC 304), Social Demography (SOC 415), Issues in Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)

Family, Gender, and Sexuality. American Society (SOC 301), Sociology of the Family (SOC 330), Sociology of Women (SOC 355), Issues in Family Sociology (SOC 425), Social Stratification (SOC 451), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456), Sex and Society (SOC 457)

International Systems. Political Economy (SOC 420), Sociology of Developing Areas (SOC 450), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)

Politics and Social Movements. American Society (SOC 301), Social Issues and Movements (SOC 313), Sociology of Mass Media (SOC 317), Political Economy (SOC 420), Urbanization and the City (SOC 442), Systems of War and Peace (SOC 464), Political Sociology (SOC 465), Marxist Sociological Theory (SOC 475)

Race, Ethnicity, and Social Change. American Society (SOC 301), America's Peoples (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental Course: Asian American Experience (SOC 410), Social

Demography (SOC 415), Sociology of Race Relations (SOC 445), Social Stratification (SOC 451)
Social Interaction. Introduction to Social Psychology (SOC 328), Interaction and Social Order (SOC 335), Ethnomethodology and Conversation Analysis (SOC 435)

Social Theory and Methods. Sociological Research Methods (SOC 412, 413), Feminist Theory (SOC 456), Marxist Sociological Theory (SOC 475)

Work, Labor, and Economy. American Society (SOC 301), Work and Occupations (SOC 346), Complex Organizations (SOC 347), Political Economy (SOC 420), Issues in Sociology of Work (SOC 446), Issues in Sociology of Organizations (SOC 447), Social Stratification (SOC 451), Marxist Sociological Theory (SOC 475)

Career Planning

When planning a program, students should keep in mind the ways in which concentration areas and major requirements fit with career objectives. Careers pursued by sociology graduates are discussed below.

Social Service Professions. Social service professions include social work, work in nonprofit organizations, counseling, community relations, housing, labor relations, and human resources. Sociology majors who want to enter a helping profession should take at least one course each in sociological methodology and social psychology and several courses dealing with social issues and problems. Students may want to complete one of the concentrations listed above in order to focus on a specific group of social issues and problems.

Students may supplement their programs with courses in the psychology and political science departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Center.

Business or Government Service. Business or government organizations typically require general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data.

Students interested in business should include in their programs courses in methodology, social psychology, and organizations and occupations. Programs may be supplemented with courses in the Lundquist College of Business and in the Department of Economics.

Students with career goals in governmental service should include courses in community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. Related courses in the economics, political science, and planning, public policy and management departments also are useful.

Honors in Sociology

Motivated students may participate in the honors program in sociology. Qualified students work closely with faculty members and fellow honors students on a yearlong project of their own design, and write an honors thesis. The thesis may be based on existing data or data collected by the student.

Students who successfully complete the honors program are awarded honors, high honors, or highest honors based on the evaluation of the quality of their work by their advisors and the honors program advisor. The honors distinction (but not the level) is noted on the student's official transcript and diploma.

Applicants to the honors program must demonstrate a high level of competence and motivation for advanced studies in sociology. A GPA of no less than 3.40 in sociology courses or a nomination by two faculty members is required for admittance, but does not guarantee acceptance. Students selected for the program are notified during spring term of their sophomore or junior year. Application forms are available in the sociology department office or the department's web page.

During fall term of the senior year, honors students take part in the honors seminar (SOC 407), in which they work closely with an instructor and other students to refine research questions and design. By the end of the term, each student submits a thesis proposal for approval. During winter and spring terms, students work independently with their advisor and proceed with data collection and analysis. Students complete, publicly present, and submit their theses during spring term.

Minor

The minor in sociology is inactive.

Preparing for Graduate Study

Students planning graduate work in sociology should have a strong background in sociological theory and social research methods well beyond courses required for the major. Besides taking advanced courses in areas of special interest to them, students should take a substantial number of upper-division courses in other social sciences.
Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisors 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 (PhD) degree.
Students who seek an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without any undergraduate work in sociology.

Students admitted to the graduate program with a bachelor's degree are required to complete 93 credits of graduate-level (500 to 600) work for the doctoral degree and 60 credits for the master's-all taken for letter grades except work in Research (SOC 601), Dissertation (SOC 603), Reading and Conference (SOC 605), Supervised Field Study (SOC 606), or Workshop (SOC 608). Students are encouraged to complete their 60 credits for the master's degree in the first six terms of enrollment. In addition, students must satisfy the departmental master's paper requirement. The paper must present original empirical research and be stylistically formatted for an existing peer-reviewed journal approved by the student's advisor. Upon completion of the 60-credit requirement, students are awarded a master's degree if they have achieved a mid-B or better average in their graded courses and if they have passed the master's paper requirement.

Continuing in the program requires that students receive a grade of "pass at the PhD level" on their master's papers. Students may then prepare for a comprehensive examination in a sociological subfield chosen jointly by the student and the advisor.

Upon passing the comprehensive examination, the student is advanced to PhD 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, an online publication available from the department website, 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. Students applying for graduate admission should submit all necessary materials by January 15.

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.

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.

370 Urban Sociology (4) Examines the growth of cities; urban inequalities, politics, and social movements; built environment, ecology, and sustainability of cities and identity; global cities and immigration. Prereq: SOC 204 or 207.

380 Introduction: Deviance, Control, and Crime (4) Origins of rules and laws, patterns of reactions to their violation, emphasis on causal theories of deviance and of crime, data sources for study of crime. Prereq: SOC 204 or 207.

399 Special Studies: [Topic] (1-5R) Prereq: SOC 204 or 207.

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

404 Internship: [Topic] (1-6R)

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

406 Supervised Field Study (1-21R)

407/507 Seminar: [Topic] (1-5R) Offerings vary from year to year depending on student needs and faculty interests. Prereq: SOC 310, 311, 312.

408/508 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-5R) Prereq: SOC 310, 311, 312.
412/512, 413/513 Sociological Research Methods (4,4) 412/512: intermediate-level descriptive and inferential statistics. Prereq: SOC 310, 311, 312. **413/513:** multiple regression and other advanced statistical techniques. Prereq: SOC 412/512.

415/515 Social Demography (4) Causes and consequences of demographic change in racial or ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303, 310, 311, 312.

416/516 Issues in Sociology of the Environment: [Topic] (4R) Analysis of selected topics in environmental sociology. Topics include environmental movement, impacts of technological change, environmental policy and the state, environmental values, attitudes, and behaviors. Prereq: SOC 310, 311, 312. **R** twice when topic changes for maximum of 12 credits.

420/520 Political Economy (4) Survey of the fundamentals of political economy. Readings from Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: SOC 310, 311, 312.

425/525 Issues in Sociology of Family: [Topic] (4R) 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. **R** twice for a maximum of 12 credits when topic changes.

442/542 Issues in Urban Sociology: [Topic] (4R) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: SOC 310, 311, 312. **R** twice when topic changes for a maximum of 12 credits.

445/545 Sociology of Race Relations (4) Racial oppression as a structural and ideological feature in American life. Prereq: SOC 310, 311, 312, 345.

446/546 Issues in Sociology of Work: [Topic] (4R) Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work. Prereq: SOC 310, 311, 312, 346. **R** twice when topic changes for maximum of 12 credits.

447/547 Issues in Sociology of Organizations: [Topic] (4R) Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society. Prereq: SOC 310, 311, 312, 347. **R** twice when topic changes for maximum of 12 credits.

450/550 Sociology of Developing Areas (4) Social and economic structures and processes promoting or inhibiting change in the developing nations of Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty, and dependence. Prereq: SOC 310, 311, 312.

451/551 Social Stratification (4) The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery. Prereq: SOC 310, 311, 312.

452/552 Issues of Migration: [Topic] (4R) Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examines assimilation, marginalization, multiculturalism, postcolonialism, and social cohesion. Prereq: SOC 310, 311, 312. **R** when topic changes. Offered alternate years.

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; 355 or 455.

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.

475/575 Marxist Sociological Theory (4) Basic concepts, theory, and social analysis in the works of Marx and

Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism. Prereq: SOC 310, 311, 312.

480/580 Crime and Social Control (4) Emphasizes definitions of crime, major substantive areas of crime, and control policies in the United States. Prereq: SOC 310, 311, 312, 380

484/584 Issues in Deviance, Control, and Crime: [Topic] (4R) Topics vary. Examples are modern policing, juvenile delinquency, correction, emerging forms of social control. Prereq: SOC 310, 311, 312, 380. **R** twice when topic changes for maximum of 12 credits.

491/591 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 (1-16R)

607 Seminar: [Topic] (1-5R) Proseminar required for all incoming sociology graduate students. Professional socialization and preparation for the discipline.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-3R)

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

612 Overview of Sociological Methods (5) Examines the research process-framing research questions, qualitative and quantitative design, relationships between methods and theory, deductive and inductive investigation logic, research ethics, sampling procedures, explanatory power.

613 Advanced Sociological Methods: [Topic] (5R) Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Prereq: SOC 612 or equivalent. **R** twice when topic changes for maximum of 15 credits.

615 Advanced Sociological Theory: [Topic] (5R) Major sociological theories such as modern functionalism, contemporary Marxism, phenomenology, postmodernism, feminist and organizational theory. **R** twice when topic changes for maximum of 15 credits.

616 Environment and Resource Issues: [Topic] (5R) Explores issues of environmental sociology and resource policy, including ecological crisis; environmental justice as it pertains to race, gender, class, and international inequality. **R** twice when topic changes for maximum of 15 credits.

617 Sociological Theory I (5) Sociological theories of the 19th century (especially Marx, Weber, and Durkheim) and 20th century (e.g., modern functionalism, feminist, neo-Marxism, neo-Weberian, poststructuralist theories).

618 Sociological Theory II (5) Major themes and historical foundation of contemporary sociological theory. Prereq: SOC 617.

621 Teaching in the Social Sciences (4) Prepares graduate students to teach their own classes. Covers pedagogy and develops practical skills. Offered alternate years.

644 Race and Ethnicity Issues [Topic] (5R) Explores current research and theoretical debates, such as Chicano and Latino 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.

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.

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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; regional transnationalisms; and indigenous minority communities and cultures throughout the region. Individualized and self-instructional study of Southeast Asian languages can be arranged through the Yamada Language Center.

Important resources include Southeast Asian library collections, the Center for Asian and Pacific Studies, and the Office of International Affairs. The university also belongs to the Northwest Consortium for Southeast Asian Studies, which sponsors conferences, workshops, outreach, study abroad opportunities, internships, fellowships, student and faculty exchange, and cooperation between libraries.

Southeast Asian studies is a track in the Asian Studies Program. Undergraduates may pursue a minor in Southeast Asian studies in conjunction with majors in most departments (e.g., anthropology, history), as a concentration in international studies, or as the basis for a BA in Asian studies. See the **Asian Studies** section of this catalog for requirements and curriculum offerings.

Undergraduate Studies

Graduate Studies

Southeast Asian Studies (Courses Section)

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Statistics

About the Curriculum
The University of Oregon does not have a formal department of statistics. However, a variety of courses are either exclusively or primarily about statistics. Over the past several decades, statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are permanently numbered courses in statistics offered at the university.

Degrees

The Department of Mathematics in the College of Arts and Sciences offers both undergraduate and graduate degrees with options that allow a specialty in statistics. Interested students should address inquiries about specific requirements to that department.

Undergraduate Studies

Graduate Studies

Statistics Courses

Students and advisors should be aware that, within any given area, two or more courses offered by different departments may contain such similar content that a student may not be granted credit toward graduation for more than one of the courses.

Introductory Statistics

Environmental Studies. Environmental Data Analysis and Modeling (ENVS 355)

Geology. Earth and Environmental Data Analysis (GEOL 418/518)

Human Physiology. Evidence, Interference, and Biostatistics (HPHY 212)

Mathematics. Introduction to Methods of Probability and Statistics (MATH 243), Statistical Models and Methods (MATH 343), Statistical Methods I (MATH 425/525)

Political Science. Methods for Politics and Policy Analysis I (PS 445/545)

Psychology. Statistical Methods in Psychology (PSY 302), Applied Data Analysis (PSY 412/512)

Sociology. Quantitative Methods in Sociology (SOC 312)

Advanced Statistics

Anthropology. Statistical Analysis of Biological Anthropology (ANTH 470/570)

Economics. Introduction to Econometrics I (EC 320), Introduction to Econometrics II (EC 421), Econometrics (EC 423/523, 424/524, 425/525)

Mathematics. Introduction to Mathematical Methods of Statistics I,II (MATH 461/561, 462/562), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463/563), Stochastic Processes (MATH 467/567), Theory of Probability (MATH 671, 672, 673)

Political Science. Methods for Politics and Policy Analysis II (PS 446/546)

Psychology. Data Analysis I,II,III (PSY 611, 612, 613)

Sociology. Sociological Research Methods (SOC 412/512, 413/513)

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Theater Arts

John Schmor, Department Head
541-346-4171
541-346-1978 fax

216 Villard Hall
1231 University of Oregon
Eugene OR 97403-1231

http://theatre.uoregon.edu

Faculty

Alexandra Bonds, professor (costume designer). BS, 1972, Syracuse; MA, 1974, Denver. (1979)

Bradley Branam, assistant professor (technical direction, media design). BA, 2000, Luther College; MFA, 2009, Missouri, Kansas City. (2012)

La Donna Forsgren, assistant professor (African American theater, Black feminist theories and drama, playwriting). BA, 2002, Western Oregon; MA, 2005, Brigham Young; PhD, 2012, Northwestern. (2011)

Joseph Gilg, instructor (acting, directing). BA, 1969, St. Benedict's College (Kansas); MA, 1975, MFA, 1986, Oregon. (1992)

Jerry Hooker, associate professor (scene designer). BA, 1978, Puget Sound; MFA, 1985, Utah State. (2001)

Theresa May, assistant professor (dramatic literature, acting). BA, 1980, California, Irvine; MFA, 1983, Southern California; PhD, 2000, Washington (Seattle). (2007)

Michael Malek Najjar, assistant professor (Arab American theater and performance, playwriting, performance theory). BA, 1993, New Mexico; MFA, 1999, York; PhD, 2011, California, Los Angeles. (2011)

Janet Rose, senior instructor (technical director, lighting designer). BFA, 1977, Florida Atlantic; MFA, 1979, Ohio. (1987)

John Schmor, associate professor (theory, history, acting). BA, 1984, Willamette; MA, 1989, PhD, 1991, Oregon. (1999)

Emeriti

Robert Barton, professor emeritus. BA, 1967, Western Michigan; MA, 1968, PhD, 1977, Bowling Green State. (1980)

Faber B. DeChaine, professor emeritus. BS, 1952, Oregon; MA, 1953, Michigan State; PhD, 1963, Minnesota. (1964)

Grant F. McKernie, professor emeritus. BA, 1964, Northwestern; MA, 1965, PhD, 1972, Ohio State. (1979)

John C. Watson, associate professor emeritus. BA, 1964, Lewis and Clark; PhD, 1987, Oregon. (1987)

Jerry R. Williams, professor emeritus. BFA, 1964, Carnegie-Mellon; MA, 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 (BA), bachelor of science (BS), master of arts (MA), master of science (MS), master of fine arts (MFA), and doctor of philosophy (PhD) degrees. Courses in theater arts are available for students majoring in other disciplines who want to develop their communication skills and their ability to appreciate and evaluate what they see and hear.

The theater arts department offers a cross-disciplinary and liberal-arts education. Preprofessional courses provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in MFA degree programs or nondegree professional training schools. Some students use their liberal-arts background to pursue vocational opportunities that require advanced skills in communication and organization.

Students may gain practical experience in theater studies through University Theatre productions and other

opportunities.
Theaters. The newly renovated Robinson Theatre has a proscenium stage and seats 300 people. The new James F. Miller Theatre Complex includes a "black box" arena theater seating 100-150 people, a new lobby serving both the Robinson and the new Hope Theatre, a new costume shop, and an expanded scene shop. The Pocket Playhouse, in Villard Hall, is a small proscenium stage and seats seventy-five people.

Technical Facilities. The scene shop is well equipped with power tools for wood and metal fabrication. Lighting equipment includes computerized controls and up-to-date instruments. The costume shop has power sewing and serging machines and a laundry and crafts area. Students are encouraged to sign up for production workshop classes or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops. The shops are open every day.

Pocket Playhouse. Pocket Playhouse is the site for a series of productions presented by an elected student board. Student directors may propose plays and the board makes selections by lottery.

University Theatre. The department's season is composed of productions in two venues: the Robinson Theatre and the new Hope Theatre. Faculty members and graduate students direct and design as many as six shows a year. Auditions are open to UO students, and admission for UO students is free.

Undergraduate Studies

For its undergraduate major program, the Department of Theater Arts has three principal objectives:

1. The attainment, by all of its majors, of a broad liberal-arts education
2. Sufficient instruction to provide an appreciation of the different areas of theater
3. Direct experience in several aspects of theater production

Major Requirements

Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to the BA or BS degree requirements of the university, the following requirements are specified for students with a major in theater arts:

1. All of the following: Introduction to Design (TA 210); Theater Production I,II (TA 211, 212); Acting I (TA 250); Introduction to Theater Arts (TA 271); Play Direction (TA 364); History of the Theater I,II,III (TA 367, 368, 369); Advanced Script Analysis (TA 462)
2. Three of the following: Scenery Production (TA 321), Costume Production (TA 322), Lighting Production (TA 323), Production (TA 324)
3. Six 4-credit upper-division courses (numbered 300 or higher), three in each area as follows:

Area A. Three courses in acting, directing, design, technical production, or playwriting

Area B. Three courses in history, literature, criticism, or dramaturgy. With the consent of an advisor, a student may substitute a course in another department for one Area B course, selected from a list approved by the theater arts faculty

Grading Options. Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 180-credit requirement for a BA or BS 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 MA, MFA, and PhD degrees. Students entering the master's degree program should have an undergraduate major in theater arts or the equivalent, while students entering the doctoral program should have completed a master's degree in theater arts or the equivalent.

Graduate Degree Requirements

The MA degree require 45 credits in graduate courses, and both require a thesis with an oral examination. The MA also requires competence in a second language.

The MFA, typically a three-year program, requires a minimum of 54 credits. Areas of specialization are set design, lighting design, and costume design. Typically, course work is substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

Most theater arts students take approximately 130 credits beyond the bachelor's degree. After candidates have completed most of their course work, they write a qualifying examination and take an oral examination. The qualifying examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the theater arts PhD 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). PhD candidates are expected to complete 60 to 90 credits in history, theory, and literature of the theater after obtaining a master's degree.

Each graduate student is expected to show ability in both academic and production areas. During residence at the university, a student is expected to make a significant contribution in three areas out of the following seven: acting, directing, technical theater, management, playwriting, teaching, and design.

Candidates for an MA degree in theater arts must demonstrate their ability to read a second language. Students seeking the PhD degree must acquire two research tools, one of which must be the knowledge of a second language. The other may be a third language or 9 credits of graduate-level study outside the department in a field related to the student's research intent.

For additional requirements and information, contact the graduate coordinator.

Theater Arts Courses (TA)

121 Scenery and Lighting Laboratory (1-2R) Building and painting scenery, hanging lights for productions. **R** thrice for maximum of 8 credits.

122 Costume Laboratory (1-2R) Building costumes for productions. **R** thrice for maximum of 8 credits.

124 Production (1-2R) Working backstage for productions. **R** thrice for maximum of 8 credits.

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

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

199 Special Studies: [Topic] (1-5R) Freshman seminars.

210 Introduction to Design (4) Introduction to the principles of design as applied to the arts of theater design, scenery, costumes, and lighting. Creative projects to develop concepts of visual imagery. Includes laboratory. Bonds, Hooker.

211 Theater Production I (4) Introduction to the mechanics of mounting a theatrical production including basic construction of scenery and props and use of lighting equipment. Includes laboratory. Rose.

212 Theater Production II (4) Introduction to costumes and makeup. Costume construction includes basic hand and machine sewing techniques. Beginning makeup covers ingénue, beards, wounds, and fantasy. Includes laboratory. Bonds.

250 Acting I (4) Principles of warm-ups, individual inventory, Stanislavski system, character analysis, and rehearsal procedure.

251 Acting II (4) Continuation of performance principles for contemporary realistic theater with addition of dramaturgical scene study. Gilg.

252 Acting III (4) Development of audition and improvisational skills while establishing a working file of monologue material. May.
271 Introduction to Theater Arts (4) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. May.

321 Scenery Production (1-3R) Production or performance crew head for scenery. Prereq: TA 210, 211, 212. **R** thrice for maximum of 12 credits.

322 Costume Production (1-3R) Production or performance crew head for costumes. Prereq: TA 210, 211, 212. **R** thrice for maximum of 12 credits.

323 Lighting Production (1-3R) Production or performance crew head for lighting. Prereq: TA 210, 211, 212. **R** thrice for maximum of 12 credits.

324 Production (1-3R) Stage manager, assistant director, or dramaturgy position. **R** thrice for maximum of 12 credits.

325 Performance (1-3R) Preparation, rehearsal, and performance of an acting role. **R** thrice for maximum of 12 credits.

364 Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization.

367, 368, 369 History of the Theater I,II,III (4,4,4) Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance. Forsgren, Najjar.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

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

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-3R) R thrice for maximum of 12 credits.

410/510 Experimental Course: [Topic] (1-4R)

411/511, 412/512, 413/513 Costume History I,II,III (4,4,4) History of Western clothing in cultural context. **411/511:** Egyptian to Renaissance. **412/512:** mid-Renaissance to romanticism. **413/513:** Victorian to the present. Bonds.

416/516 Costume Design (4) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Prereq: TA 210. Bonds.

417/517 Advanced Costume Design (4) Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prereq: TA 416/516. Bonds.

418/518 Costume Pattern Drafting (4) Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution. Prereq: TA 212. Bonds.

419/519 Costume Construction (4) Practical problems encountered in building and decorating costumes for the stage. Prereq: TA 212.

420 Return and Review for Actors (1R) Review foundational concepts and technique by participating, demonstrating, and coaching in Acting I or II. Prereq: TA 250, 251, 252; coreq: TA 409. **R** once for TA 250; once for TA 251.

423/523 Theater Arts Pedagogy (4R)

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.

445/545 Advanced Projects in Theater Technology: [Topic] (4R) Specialized areas of theater technology, one topic per term. Topics include scene painting, stage management, props, and computer drafting. **R** seven times when topic changes for maximum of 32 credits.

452/552 Advanced Acting: [Topic] (4R) Topics in the performance of a specific genre or authors, or in specific performance technique, including voice, movement, comedy, Shakespeare, and solo performance. Prereq: TA 252, 271; one from TA 210, 211, 212. **R** when topic changes. May, Schmor.

465 Playwriting (4) Laboratory seminar focused on active and intensive development of new skills and aims in writing for live performance. Junior standing required. Offered alternate years.

467/567 Lighting for the Stage (4) Designing lighting for the stage; technical and aesthetic problems. Prereq: TA 211. Rose.

470 Majors Seminar (4) Capstone seminar for junior theater majors; readings and research in new theater trends, aesthetics, professional and higher academic opportunities. Prereq: TA 367.

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 socioeconomic factors to clarify aesthetic attitudes and practices of theater. **R** thrice when topic changes for maximum of 16 credits.

472/572 Multicultural Theater: [Topic] (4R) Origins and development of contributions in theater and drama by various cultures including Latino, Chicano, African American, Asian American, and Native American. **R** four times when topic changes for maximum of 20 credits.

474/574 Themes in Dramatic Literature: [Topic] (4R) The intents, uses, and effects of dramatic literature with special regard for theatrical production and audience reception. **R** thrice when topic changes for maximum of 16 credits.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Graduate students only. Topics in contemporary theory. Forsgren, May, Najjar, Schmor.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-3R) Rehearsal and Performance is a current topic. **R** five times for a maximum of 18 credits.

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

651 Theory of Dramatic Production (4)

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Women's and Gender Studies

Ellen K. Scott, Department Head
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wgs@uoregon.edu

Faculty

Yvonne A. Braun, associate professor (gender and development, political ecology, social inequality). BA, 1994, State University of New York, Geneseo; MA, 2000, PhD, 2005, California, Irvine. (2005)

Lynn H. Fujiwara, associate professor (women of color; labor, family, citizenship, and welfare; third-world feminist theory). BA, 1990, California, San Diego; MA, 1993, PhD, 1999, California, Santa Cruz. (2000)

Ernesto J. Martínez, associate professor (comparative ethnic literature; U.S. Latino literature; literary theory). BA, 1998, Stanford; MA, 2003, PhD, 2005, Cornell. (2006)

Judith Raiskin, associate professor (postcolonial literature, feminist theory, sexuality). BA, 1979, California, Berkeley; MA, 1981, Chicago; PhD, 1989, Stanford. (1995)

Elizabeth Reis, professor (U.S. women's history, history of sexuality, women and religion). AB, 1980, Smith; MA, 1982, Brown; PhD, 1991, California, Berkeley. (2002)

Kristin Yarris, assistant professor. See**International Studies**.

Emerita

Barbara Corrado Pope, professor emerita. BA, 1964, Hiram; MA, 1966, Iowa; PhD, 1981, Columbia. (1976)

Linda O. Fuller, professor emerita. BA, 1966, MA, 1977, PhD, 1985, California, Berkeley. (1989)

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

Participating

Joan R. Acker, sociology

Barbara Bader Aldave, law

Laura J. Alpert, art

Barbara K. Altmann, Romance languages

Susan C. Anderson, German and Scandinavian

Monique Balbuena, honors college

Judith R. Baskin, Judaic studies

Diane B. Baxter, anthropology

Erin Beck, political science

Aletta Biersack, anthropology

Pamela Birrell, psychology

Louise M. Bishop, honors college

Elizabeth A. Bohls, English

Sara N. Brownmiller, library

Krista Chronister, counseling psychology and human services

Suzanne Clark, English

Frances B. Cogan, honors college

Jane K. Cramer, political science

Dianne M. Dugaw, English
Maram Epstein, East Asian languages and literatures
Caroline Forell, law
Linda M. Forrest, counseling psychology and human services
Lisa Freinkel, English
Jennifer J. Freyd, psychology
Alison Gash, political science
Lisa M. Gilman, English
Amalia Gladhart, Romance languages
Marion Sherman Goldman, sociology
Bryna Goodman, history
Sangita Gopal, English
Deborah A. Green, Judaic studies
Michael Hames-Garcia, ethnic studies
Susan W. Hardwick, geography
Leslie J. Harris, law
Ellen Herman, history
Jocelyn Hollander, sociology
Daniel HoSang, political science
Mary K. Jaeger, classics
Lamia Karim, anthropology
Kathleen Rowe Karlyn, English
Lauren J. Kessler, journalism and communication
Linda Kintz, English
Brian Klopotek, ethnic studies
Cheris Kramarae, Center for the Study of Women in Society
Wendy Larson, East Asian languages and literatures
C. Anne Laskaya, English
David Leiwei Li, English
Joseph E. Lowndes, political science
Kathryn A. Lynch, environmental studies
Bonnie Mann, philosophy
Gabriela Martinez, journalism and communication
Barbara D. May, Romance languages
Randall E. McGowen, history
Michelle McKinley, law
Karen McPherson, Romance languages
Debra L. Merskin, journalism and communication
Quinn Miller, English
Fabienne Moore, Romance languages
Geraldine Moreno Black, anthropology
Sandra L. Morgen, anthropology
Madonna L. Moss, anthropology
Lise Nelson, geography
Kari Norgaard, sociology
Dorothee Ostmeier, German and Scandinavian

Eileen M. Otis, sociology
Priscilla P. Ovalle, English

Amanda W. Powell, Romance languages

Scott L. Pratt, philosophy

Jenifer Presto, comparative literature

F. Regina Psaki, Romance languages

Forest Pyle, English

Mary K. Rothbart, psychology

Suzanne E. Rowe, law

Tze-Lan Sang, East Asian languages and literatures

Stephen J. Shoemaker, religious studies

Nancy E. Shurtz, law

Carol T. Silverman, anthropology

Beata Stawarska, philosophy

H. Leslie Steeves, journalism and communication

Lynn Stephen, anthropology

Analisa Taylor, Romance languages

Courtney Thorsson, English

Mia Tuan, education studies

Mark T. Unno, religious studies

Dominick R. Vetri, law

Merle H. Weiner, law

Anita M. Weiss, international studies

Louise Westling, English

Elizabeth A. Wheeler, English

Frances J. White, anthropology

Lisa Wolverton, history

Mary E. Wood, English

Stephanie Wood, library

Priscilla Yamin, political science

Naomi Zack, philosophy

Virpi Zuck, German and Scandinavian

Undergraduate Studies

The Department of Women's and Gender Studies offers students an interdisciplinary curriculum that focuses on the diverse experiences of woman and the structures of power in both national and international contexts. The department also examines the meaning of gender as a socially constructed category that shapes personal identities, beliefs, opportunities, and behaviors. Courses explore the intersections of gender, race, class, and sexuality; the institutional structures that have an impact on women's and men's lives; and the broad range of feminist theory that seeks to explain and influence women's status in society.
The department is administered by a committee of faculty members appointed by the dean of the College of Arts and Sciences. The department is interdisciplinary, and courses are taught in many areas of study: anthropology, architecture, arts and administration, education, English, ethnic studies, 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 in women's and gender studies or a minor in women's and gender studies or in queer studies.

Most women's and gender studies courses satisfy group and multicultural requirements. For courses approved to

fulfill these requirements, see the current list on the registrar's website.
Preparation. No specific high school preparation is necessary. Students who transfer to the university from other colleges may apply as many as 8 credits of women's and gender studies courses to the major or to the minors.

Careers. An understanding of gender and of women's experiences, abilities, and needs is an asset to careers in such fields as education, social service, government, business, law, medicine, the ministry, journalism, counseling, and child care. In addition, a background in women's and gender studies can be used as a basis for entering a growing number of graduate programs that emphasize the study of women or gender.

Major Requirements

The Department of Women's and Gender Studies offers an undergraduate major leading to a bachelor of arts (BA) or bachelor of science (BS) 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 advisors.

Specific Courses	**28 credits**
Women, Difference, and Power (WGS 101)	4
Women and Gender in American History (WGS 303)	4
History and Development of Feminist Theory (WGS 315)	4
Feminist Perspectives: Identity, Race, and Culture (WGS 321)	4
Introduction to Global Feminism (WGS 351)	4
Women's Literature, Art, and Society (WGS 352)	4
Feminist Praxis (WGS 411)	4

Electives	**20 credits**
Approved courses with the WGS subject code	8
Upper-division courses with the WGS subject code or approved upper-division courses with subject codes other than WGS	12

Courses used to satisfy major requirements must be taken for letter grades except for Thesis (WGS 403), Reading and Conference (WGS 405), Practicum (WGS 409), and Feminist Pedagogy (WGS 413); no more than 12 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.

Senior Thesis

Students interested in producing a substantial piece of original research and writing may elect to write a senior thesis in women's and gender studies. Eligible students must have a cumulative GPA of 3.50 in women's and gender studies courses.

Students producing a senior thesis should expect to do this work over the course of a full year prior to their graduation.

Summer-Fall. Students should identify a primary advisor who is either a faculty member in women's and gender studies or an affiliate faculty member (see website for list of affiliates). By the end of the fall term, they should have a complete draft of a research proposal approved by their thesis advisor. Proposals will be five to eight pages in length and will identify an important issue in the field of gender-sexuality studies and the question or questions the student wishes to pursue about the topic. If an affiliate faculty member is advising the student, the student must have their proposal approved by their primary advisor in women's and gender studies as well. Students should ideally take research or reading credits with their advisor during fall term.

Winter. Students must register for Reading and Conference (WGS 405) (1-4 variable credits) and Research: Dissertation and Research Writing (WGS 601). They spend winter term conducting research and writing the thesis, working closely with their advisors and attending the research course. By the end of winter term, students should have completed their research.

Spring. Students write, revise, and produce the thesis. A first draft is due in the third or fourth week of the term. A revised final draft is due in the sixth or seventh week of spring term. The length of a senior thesis will vary, but typically they are thirty-five to fifty pages long.

Honors in Women's and Gender Studies

To graduate with honors in women's and gender studies, a student must (1) have an overall grade point average for UO and transfer credits of at least 3.50 through the winter term prior to graduation; (2) gain approval for a research proposal from the department head during fall term of the academic year in which the thesis is completed; (3) successfully complete Reading and Conference (WGS 405) for thesis research during the academic year in which it is completed; and (4) register for a minimum of 4 credits in Thesis (WGS 403). The thesis must be completed and approved by the advisor and a second reader, chosen from the WGS faculty by the student, by Monday of the fifth week of the term in which the student intends to graduate with honors. The student's performance on the thesis and on courses taken during the senior year will be reviewed before the honors distinction is granted. Obtain complete instructions and required forms from the women's and gender studies office.

Women's and Gender Studies Minor Requirements

The minor in women's and gender studies requires 24 credits including at least 12 credits in WGS courses. The remaining 12 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; no more than 8 credits may count toward both the minor and the student's major. Graded courses in the minor must be completed with grades of C- or higher. 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.

Queer Studies Minor Requirements

The queer studies minor requires 24 credits. Four of these credits must be earned in Introduction to Queer Studies (WGS 201) and another 4 credits must be earned in an upper- or lower-division WGS course that focuses on queer studies. The remaining 16 credits may be earned in courses taught in either the women's and gender studies department or another department. A minimum of 16 of these 20 credits must be earned in upper-division courses. Students wishing to minor in queer studies should consult frequently with a women's and gender studies advisor to determine which courses offered during any given academic year will count toward the fulfillment of these 20 credits. A minimum of 16 of the 24 total credits for the minor must be earned at the University of Oregon. The other 8 may be earned through successful completion of preapproved courses from another university or approved overseas program. A minimum of 16 of the 24 credits must be graded. Students must complete all 24 credits with a grade of P or C- or better.

Students must apply for the queer studies 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 women's and gender studies or another academic department.

Graduate Studies

The graduate certificate in women's and gender studies requires 24 credits in courses approved by the Women's and Gender Studies Committee. At least 12 of these credits must be in core courses in the Department of Women's and Gender Studies. No more than 4 credits in Reading and Conference (WGS 605) and Practicum (WGS 609) can be applied to the certificate. At least 8 credits must be taken in approved graduate courses offered in other departments. No more than 8 credits may be taken pass/no pass without specific approval. Students who have not taken Women, Difference, and Power (WGS 101) or its equivalent must enroll in either Practicum (WGS 609) to facilitate a discussion group for WGS 101 or in a feminist pedagogy alternative.
A student who is unconditionally admitted to the Graduate School may earn a women's and gender studies certificate as an unclassified graduate student, as a complement to an individually designed interdisciplinary master's degree with a focus on women's and gender studies, or as an enhancement to a degree in another discipline. For more information, see the **Graduate School** section of this catalog.

Applicants should arrange an appointment with the department head.

Women's and Gender Studies Courses (WGS)

101 Women, Difference, and Power (4) Interdisciplinary examination of the diverse experiences, status, and contributions of women in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health.

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

199 Special Studies: [Topic] (1-5R)

201 Introduction to Queer Studies (4) Introduction to the study of sexuality and society from a queer studies interdisciplinary perspective. Raiskin.

303 Women and Gender in American History (4) Focuses on women and gender in the U.S., highlighting how diverse women have experienced gender roles and sexism since the 17th century.

315 History and Development of Feminist Theory (4) Feminist theory from the Enlightenment through the Second Wave, with special emphasis on the diverse theories of the 1960s to the present. Prereq: WGS 101.

321 Feminist Perspectives: Identity, Race, Culture (4) Examines intersections of race and ethnicity, class, sexuality, and gender in the history and lives of United States women of color. Explores definitions of community, culture, and identity. Prereq: one WGS course or ES 101 or 102. Fujiwara.

331 Science, Technology, and Gender (4) Topics include the role of gender in the practice of science and the impact of sexism and racism on the development of science and technology. Prereq: WGS 101 or equivalent.

341 Women, Work, and Class (4) Explores contexts and cultural attitudes shaping the women's market and domestic labor including race, sexuality, age, and class as well as occupational segregation and control. Fujiwara.

351 Introduction to Global Feminisms (4) Exploration of feminist activism and women's movements globally, organizing to challenge the state, civil society, international agencies, and corporations for a more just world.

352 Gender, Literature, and Culture (4) Examines literary and other cultural expressions of gendered experience through formal analysis. Genres include novels, short stories, poetry, plays, and visual cultural production.

399 Special Studies: [Topic] (1-5R)

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

403 Thesis (1-12R) R with department head's and thesis advisor's consent for maximum of 12 credits.

405 Reading and Conference: [Topic] (1-5R)

406 Field Studies: [Topic] (1-12R) R with department head's consent for maximum of 12 credits.

407/507 Seminar: [Topic] (1-5R) A current topic is Feminist Research Issues. **R** when topic changes. Fujiwara, Reis.

408/508 Workshop: [Topic] (1-16R)

409 Practicum: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (1-4R)

411/511 Feminist Praxis (4) Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice. Prereq: any WGS or other approved course. Fujiwara, Raiskin.

413/513 Feminist Pedagogy (1) Surveys strategies for facilitating discussions in women's and gender studies classes and the special problems of teaching about gender, race, and sexuality. Prereq: one WGS course or equivalent.

422/522 Sexuality Studies: [Topic] (4R) Various topics in sexuality studies, including the relationship between gender and sexuality and between queer studies and women's and gender studies. **R** twice when topic changes for maximum of 12 credits. Prereq: WGS 101 or 201.

432/532 Gender, Environment, and Development (4) Surveys gender and political, economic, and cultural strategies for development and environmental change around the world. Pre- or coreq: WGS 101.

451/551 Global Issues and Perspectives: [Topic] (4R) Designed to deepen understanding of diverse global issues and perspectives related to women's and gender studies. **R** twice when topic changes for a maximum of 12 credits.

601 Research: [Topic] (1-16R)
602 Supervised College Teaching (1-16R)

605 Reading and Conference: [Topic] (1-5R)

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-5R)

610 Experimental Course: [Topic] (1-4R)

Approved Courses in Other Departments

See descriptions under named departments. Other courses may qualify; inquire at the Department of Women's and Gender Studies office.

Anthropology. Gender in Cross-Cultural Perspective (ANTH 314), Gender, Folklore, Inequality (ANTH 315), Anthropology of Gender (ANTH 421/521), Feminism and Ethnography (ANTH 439/539)

Classics. Gender and Sexuality in Antiquity (CLAS 314)

East Asian Languages and Literatures: Chinese. Gender and Sexuality in Traditional Chinese Literature (CHN 350)

English. Women Writers' Cultures (ENG 315), Women Writers' Forms (ENG 316), Film Directors and Genres: Women and Melodrama, Women Filmmakers (ENG 490/590), Feminist Film Criticism (ENG 496/596), Studies in Women and Literature (ENG 498/598)

Ethnic Studies. Women of Color: Issues and Concerns (ES 330)

History. History of Women in the United States I,II (HIST 308, 309), Early Modern Women (HIST 310)

International Studies. Gender and International Development (INTL 421/521)

Journalism and Communication. Women, Minorities, and Media (J 320)

Political Science. Women and Politics (PS 348)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455/555), Feminist Theory (SOC 456/556), Sex and Society (SOC 457/557)

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Robert Donald Clark Honors College

David A. Frank, Dean
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http://honors.uoregon.edu

Faculty

Monique Balbuena, associate professor (diaspora and multilingualism, Jewish, Latin American, and Maghrebi literatures). BA, 1988, MA, 1994, Federal University of Rio de Janeiro; PhD, 2003, California, Berkeley. (2004)

Louise M. Bishop, associate professor (Old English, medieval and Renaissance literature). BA, 1978, Fairleigh Dickinson; MA, 1980, PhD, 1984, Fordham. (1987)

Mark Carey, associate professor (Latin American and environmental history). BA, 1991, State University of New York, Potsdam; MA, 1998, Montana; PhD, 2005, California, Davis. (2010)

Mai-Lin Cheng, assistant professor (19th-century British literature). BA, 1993, Brown; PhD, 2006, California, Berkeley. (2008)

Frances B. Cogan, professor (Victorian, 19th-century literature). BA, 1969, MA, 1970, PhD, 1981, Oregon. (1981)

Joseph G. Fracchia, professor (European intellectual history). BA, 1972, California, Davis; MA, 1975, California, Santa Barbara; PhD, 1985, California, Davis. (1986)

David A. Frank, professor (rhetoric and communication); dean; director, forensics. BA, 1978, MA, 1979, Western Washington; PhD, 1982, Oregon. (1979)

Samantha Hopkins, assistant professor (evolution and paleoecology of aplodontoid rodents). BS, 1999, Tennessee, Knoxville; PhD, 2005, California, Berkeley. (2007)

Ocean Howell, assistant professor (urban and architectural history). BA, 1997, MS, 2005, PhD, 2009, California, Berkeley. (2010)

Vera Keller, assistant professor (history of science). BA, 2002, Harvard; PhD, 2008, Princeton. (2010)

Susanna Soojung Lim, associate professor (19th- and 20th-century Russian literature with focus on representations of East Asia). BA, 1996, MA, 1998, Korea; MA, 1999, PhD, 2006, California, Los Angeles. (2007)

Roxann Prazniak, associate professor (Chinese history, European intellectual history). BA, 1970, California, Berkeley; MA, 1973, San Francisco State; PhD, 1981, California, Davis. (2002)

Daniel Rosenberg, professor (European intellectual and cultural history, 18th century). BA, 1988, Wesleyan; MA, 1991, PhD, 1996, California, Berkeley. (2000)

Helen Southworth, associate professor (20th-century French and English literature, women's literature). BA, 1989, London; MA, 1991, PhD, 1999, Southern California. (2002)

Kelly Sutherland, assistant professor (marine biology). BS, 1999, Tufts; MSc, 2004, South Alabama; PhD, 2009, Massachusetts Institute of Technology. (2011)

Emeritus

Henry M. Alley, professor emeritus. BA, 1967, Stanford; MFA, 1969, PhD, 1971, Cornell. (1982)

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

Affiliated

Edward Awh, psychology

Gregory D. Bothun, physics
Elisabeth Chan, landscape architecture

Suzanne Clark, English

Shaul E. Cohen, geography

Jenifer Craig, dance

Ken DeBevoise, history

Dave Frohnmayer, law

Esther Hagenlocher, architecture

Sara D. Hodges, psychology

Garrett K. Hongo, creative writing

Loren Kajikawa, music

Michael E. Kellman, chemistry and biochemistry

Jeffrey S. Librett, German and Scandinavian

Daniel L. Miller, journalism and communication

Helen Neville, psychology

John Nicols, classics

Dorothee Ostmeier, German and Scandinavian

Alan W. Rempel, geological sciences

James M. Schombert, physics

Ellen K. Scott, sociology

Steven Shankman, English

Carol Stabile, journalism and communication

Courtney Thorsson, English

Nathan J. Tublitz, biology

Tuong Vu, political science

Glen R. Waddell, economics

Mark Whalan, English

W. Ed Whitelaw, economics

Lisa Wolverton, history

Mary E. Wood, English

Clark Honors College

The Robert Donald Clark Honors College at the University of Oregon is a competitively enrolled, small liberal arts college of approximately 700 students. Its classes-limited to nineteen students-and four-year curriculum feature close interaction between students and faculty members. The Clark Honors College emphasizes creativity, interdisciplinary scholarship, and independent research.

The college's curriculum-lower-division courses, upper-division colloquia, and thesis courses-integrate the humanities, social sciences, and sciences and feature the study of cultures and issues from around the globe. Honors college courses are taught by its resident faculty as well as by specially selected faculty members from other campus schools and programs. The college's curriculum fully satisfies and replaces the general-education requirements mandated for all university students.

Each honors college student selects a major from the academic departments or professional schools of the university. Fifteen percent of honors students have more than one major. Every school and department at the university, from architecture and music to biology and business, enrolls Clark Honors College students pursuing majors in those fields.
The student's undergraduate education culminates in the thesis, a required advanced research project completed in his or her major field, designed to help students achieve future success in graduate school, postgraduation careers, and civic commitments. The thesis embodies the defining characteristics of a Clark Honors College education:

- intellectual discipline
- independent judgment
- capacity to design and execute a complex project
- ability to focus and pursue a subject in depth
- skills of analysis, synthesis, and clear writing

The thesis is the culmination of work in a major-a natural outgrowth from and expression of the ideas, problems, and approaches taught in that discipline. It creatively applies the methods of the discipline and tests their power and limits. It reflects dialogue, common work, and apprenticeship with faculty members in their specialized fields of interest.

Honors college students are assessed honors college tuition, established yearly by Oregon's State Board of Higher Education. Complete tuition information is available on the honors college website. The honors college awards need-based tuition-remission scholarships based on the expected family contribution listed on a student's Free Application for Federal Student Aid (FAFSA).

Students and Faculty

Clark Honors College has fifteen resident faculty members who hold appointments in the college, and numerous affiliated faculty members drawn from departments and schools across campus, including history, English, geology, journalism and communication, and music and dance, and programs including comparative literature, medieval studies, and Latin American studies. The honors college faculty has earned local and national recognition for research, publication, and pedagogy, including grants from the National Endowment for the Humanities and the National Science Foundation.

Honors college students participate in a range of campus and community activities: student and university government and committees; the student newspaper, the Oregon Daily Emerald; University Theatre; Clark Honors College Creative Arts Journal; Clark Honors College Student Association; Oregon Student Public Interest Group (OSPIRG); School of Music and Dance productions; forensics (debate and individual events speaking); intramural and varsity athletics; and ROTC.

Many honors college alumni continue their education in graduate schools across the country and around 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 historic Chapman Hall on the west side of the University of Oregon campus, close to Knight Library.

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. Incoming honors college students have residential facilities in the Global Scholars Hall on the east side of campus.

Entering the Clark Honors College

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

Application Procedure

General university application procedures, prerequisites, and requirements apply. Applicants to Clark Honors College must complete a single online application to apply to both the honors college and the University of

Oregon at one time.
Students with an excellent academic record who have attended another higher-education institution, or who are enrolled in the university but not in the honors college, may apply for admission by submitting a Clark Honors College supplemental PDF application by January 15 for fall term admission. Students interested in winter term admission should contact the Clark Honors College Office of Admissions directly. Winter term admission is on a space-available basis. Spring term admission is not available.

International students who wish to apply must complete an International Undergraduate Application for Admission and a Clark Honors College supplemental PDF application by January 15 for fall term admission.

A complete Clark Honors College online ***or*** supplemental PDF application must include a short note of introduction, an essay, and a description of accomplishments. Supporting documents also required are two teacher evaluations, official high school transcripts, official college transcripts (if applicable), and official test scores. *Transcripts and test scores will be shared between UO and honors college admissions offices.*

The Clark Honors College online application, available August through January 15 for the following academic year, is part of the University of Oregon online application. The Clark Honors College supplemental PDF application and Clark Honors College Teacher Evaluation form are available from the websites for the honors college and the UO Office of Admissions.

Application Deadlines

Early notification deadline: November 1
Supporting documents due by November 7
Regular notification deadline: January 15
Supporting documents due by February 1

Deadlines to apply are the same for all applicants including domestic and international freshmen and transfer students.

Academic Requirements

Requirements in the honors college satisfy the general-education requirements that other University of Oregon students meet for graduation. Honors college faculty members advise honors college students concerning these requirements and mentor them concerning their academic choices. Students retain full responsibility for understanding and shaping their study programs.

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

History and Literature Requirements

Students complete a total of five courses: two courses in Honors College Literature (HC 221H, 222H), two in Honors College History (HC 231H, 232H), and one research course-either Honors College Literature (HC223H) or Honors College History (HC 233H).

Mathematics and Science Requirement

Students complete a total of four courses in mathematics and science: at least one mathematics course (MATH 105 or higher) and one science course with a laboratory component. Courses may be chosen from the list below.

Mathematics. Courses chosen from MATH 105 and higher; CIS 110, 111, 122 and higher; DSC 330; PPPM 413; PSY 302, 412; SOC 312, 412, 413; or other approved courses. Web-based courses do not fulfill this requirement.

Science. Honors College Science (HC 207H, 209H) or approved courses in anthropology, architecture, astronomy, biology, chemistry, environmental studies, geography, geological sciences, human physiology, physics, or psychology, listed on the honors college website. Web-based courses do not fulfill this requirement. Currently enrolled students may consult the Clark Honors College Blackboard site for a complete list of approved courses, and questions may be directed to an honors college faculty advisor.

Multicultural Requirement

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

Other Requirements

Colloquia. Five required colloquia include HC 421H, 431H, 441H, and two electives selected from among HC 421H, 424H, 431H, 434H, 441H, or 444H. Students may enroll in colloquia after their freshman year. Recent topics include Madness in Society; The Literature of War; Cosmology; Latin American History; Language, Sustainable Communities, and Global Warming; and Physics and Politics of Global Energy Generation.

Thesis. Students take Workshop: Thesis Orientation (HC 408H) toward the end of their sophomore year or at the beginning of their junior year for an introduction to the thesis project, and Thesis Prospectus (HC 477H) at least two terms prior to their intended graduation to formalize the thesis project.

Writing. The honors college is committed to excellence in writing. The core curriculum integrates instruction and practice in fundamental rhetorical skills-writing, reading, speaking, and listening-with the subject matter of the courses. Students who complete the honors college history and literature curricula satisfy the university writing requirement with these courses. Consult the director of composition in the Department of English for further information.

Second Language. For either a bachelor of arts (BA) or a bachelor of science (BS) 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, program, or school that offers a major leading to a BA or BS degree.

The second-language requirement is waived if a department, program, or school requires 90 or more credits of course work for a major leading to a BS degree. Such majors include accounting, biology, business administration, biochemistry, chemistry, computer and information science, environmental science, environmental studies, general science, geological sciences, human physiology, marine biology, material and product studies, physics, and product design. The second-language requirement is also waived for students pursuing bachelor of architecture, bachelor of interior architecture, or bachelor of landscape architecture degrees, or for students pursuing a bachelor of fine arts degrees who choose to satisfy the BS mathematics or computer and information sciences proficiency requirement. No case exists in which Clark Honors College language requirements replace departmental language requirements. In music, where there are several choices of degrees, the second-language requirement is waived only in cases in which it is not a requirement for the student's chosen degree.

To earn a BS degree, students must complete one year of college-level mathematics, or the equivalent. Advanced placement and transfer credits may help fulfill either such a math requirement or the language requirement.

University and Major Requirements. Honors college requirements, which replace university general-education requirements, represent roughly one-third of a student's total four-year schedule. Before graduating, Clark Honors College students must also meet the requirements, listed elsewhere in this catalog, of their major department or professional school. They must maintain a 3.00 or better cumulative grade point average (GPA).

Honors College Courses (HC)

Clark Honors Introductory Program (CHIP) is the topic for a one-credit Special Studies course (HC 199H), offered only in the fall and required of incoming freshmen; transfer and visiting students may also choose to take the CHIP course. More information on the program may be found at honors.uoregon.edu/content/chip.

199 (H) Special Studies: [Topic] (1-5R)

207, 209 (H) Honors College Science (4,4) How science may be applied and misapplied in answering questions about nature and society. Includes discussions and demonstrations. Primarily for nonscience students.

221, 222, 223 (H) Honors College Literature (4,4,4) Literary history and modes of literary analysis and interpretation. **221:** premodern literature. **222:** modern literature. **223:** research in literature.

231, 232, 233 (H) Honors College History (4,4,4) 231, 232: Introduction to methods of historical inquiry and to major historical trends in a global framework; focuses on premodern and modern history. **233:** research in history.

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

399 (H) Special Studies: [Topic] (1-5R)
401 (H) Research: [Topic] (1-21R)

403 (H) Thesis (1-21R)

404 (H) Internship: [Topic] (1-6R) R twice for a maximum of 16 credits.

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

406 (H) Special Problems: [Topic] (1-21R)

407 (H) Seminar: [Topic] (1-5R)

408 (H) Workshop: [Topic] (1-12R)

409 (H) Practicum: [Topic] (1-21R)

410 (H) Experimental Course: [Topic] (1-5R)

421 (H) Honors College Arts and Letters Colloquium: [Topic] (4R) Offered in a range of topics with an emphasis on arts and letters. **R** thrice when topic changes for a maximum of 16 credits.

424 (H) Honors College Identities Colloquium: [Topic] (4R) Topics focus on construction of collective identities (classes, genders, religions, sexual orientations), the emergence of representative voices, and the effects of prejudice, intolerance, and discrimination. **R** thrice for a maximum of 16 credits when topic changes.

431 (H) Honors College Social Science Colloquium: [Topic] (4R) Offered in a range of topics with an emphasis on social science. **R** thrice when topic changes for a maximum of 16 credits.

434 (H) Honors College International Cultures Colloquium: [Topic] (4R) Topics focus on race, ethnicity, pluralism-monoculturalism, or prejudice-tolerance of international cultures, or may describe and analyze a worldview substantially different from current U.S. views. **R** thrice for a maximum of 16 credits when topic changes.

441 (H) Honors College Science Colloquium: [Topic] (4R) Offered in a range of topics with an emphasis on science. **R** thrice when topic changes for a maximum of 16 credits.

444 (H) Honors College American Cultures Colloquium: [Topic] (4R) Topics focus on multiple American racial and ethnic groups-African American, Chicano or Latino, Native American, Asian American, European American-from historical and comparative perspectives. **R** thrice for a maximum of 16 credits when topic changes.

477 (H) Thesis Prospectus (2) Students create prospectus, exchange critiques and ideas, and present research in mock defenses with thesis advisor present.

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School of Architecture and Allied Arts

Frances Bronet, Dean
(541) 346-3631

105 Lawrence Hall

fbronet@uoregon.edu
http://aaa.uoregon.edu

About the School

The School of Architecture and Allied Arts is the principal center in Oregon for the study of architecture, art, community and regional planning, and design. The school, founded in 1914, is a diverse, collegial learning community dedicated to environmental sustainability, civic responsibility, creativity and innovation, international understanding, and cross-disciplinary education.

The School of Architecture and Allied Arts (A&AA) is one of six professional schools at the University of Oregon with degree programs in Eugene and Portland. Its goal is to provide students with the skills and mentorship they need as they assume active roles within the creative communities and take on the complex global challenges of the twenty-first century.

The school is a close association of ten academic programs: the Departments of Architecture; Art; History of Art and Architecture; Landscape Architecture; and Planning, Public Policy and Management; and the programs in Arts and Administration, Digital Arts (housed in the Department of Art), Historic Preservation, Interior Architecture, and Product Design.

Undergraduate degrees offered include

- architecture (BArch)
- art (BA, BS, BFA)
- art history (BA)
- digital arts (BA, BS, BFA)
- interior architecture (BIArch)
- landscape architecture (BLA)
- material and product studies (BA, BS)
- planning, public policy and management (BA, BS)
- product design (BFA)

Graduate degrees offered include

- architecture (MArch, PhD)
- art (MFA)
- art history (MA, PhD)
- arts and administration (MA, MS)
- community and regional planning (MCRP)
- historic preservation (MS)
- interior architecture (MIArch)
- landscape architecture (MLA, PhD)
- nonprofit management (MNPM)
- public administration (MPA)

Graduate certificate programs are offered in ecological design, museum studies, new media and culture, nonprofit management, Oregon leadership in sustainability, and technical teaching in architecture.

The school offers a selection of courses that are open to nonmajors and fulfill the general-education needs of the university's student body. Undergraduate students have the opportunity to minor in architecture, art, art history, community arts, historic preservation, interior architecture, landscape architecture, multimedia, nonprofit administration, and planning, public policy and management.

In addition, the school offers advanced study opportunities in architecture, digital arts, and product design at the University of Oregon in Portland, located at the historic White Stag Block.

The professional and academic degrees in architecture, art, art history, arts management, community and regional planning, digital arts, historic preservation, interior architecture, landscape architecture, product design,

and public administration are fully accredited.
Many students participate in design studios when they study art, digital arts, environmental design (architecture, interior architecture, landscape architecture), and product design. A studio is a small class setting that encourages direct exploration of ideas, materials, and the development of imaginative thinking, analysis, and creativity along with close interaction between the instructor and students.

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 administration 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, institutes, and initiatives including the Sustainable Cities Initiative, the Green Product Design Network, the National Institute for Transportation and Communities, the Solar Energy Center, the Center for Latino and Latin American Studies, the Center for Asian and Pacific Studies, the Community Service Center, the Institute for a Sustainable Environment, and the Center for Community Arts and Cultural Policy.

Extended Programs

The School of Architecture and Allied Arts supports off-campus programs that enhance learning and research opportunities and enrich the ties between the university and the local, state, national, and international communities.

The University of Oregon has extended centers in the Portland area, which are used by various departments and programs in the school. A&AA offers advanced study opportunities in Portland for graduate and undergraduate students enrolled in architecture and for undergraduate students enrolled in the bachelor of fine arts program in either digital arts or product design. Located at the White Stag Block in Portland's Old Town Historic District, the school's facilities include design studios, fusion lab, fabrication lab, and the White Box visual arts laboratory. Research initiatives in urban design, housing, energy studies, and creative work in the arts are led by faculty members in partnership with area professionals, governmental leaders, galleries, and nonprofit agencies. The facilities at the University of Oregon in Portland are available for workshops, public lectures, exhibitions, film and video presentations, and events.

The school also maintains historic property that supports research and teaching: in Portland, the Cottrell and Watzek houses, and in the Columbia River 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 are offered in spring and summer terms in Amsterdam and the Netherlands; Beijing, China; Florence, Italy; Kyoto, Japan; Rome, Italy; Trogir, Croatia; Vicenza, Italy; and Vancouver, British Columbia, offered by the Departments of Art, Architecture, Landscape Architecture, and Planning, Public Policy and Management, and the Historic Preservation Program. The Department of Architecture has active exchange programs with the University of Stuttgart and the Danish International Study Program in Copenhagen. Various departments participate in National Student Exchange, of which the University of Oregon is a member.

Cinema Studies Major

The cinema studies major, which leads to a bachelor of arts degree, gives students the opportunity to study moving-image media as multicultural, transnational, and humanistic phenomena. Because cinema is inherently multidisciplinary, the major spans the College of Arts and Sciences, the School of Architecture and Allied Arts, and the School of Journalism and Communication.

More information is available in the **Cinema Studies** section of this catalog under the College of Arts and Sciences.

Oregon Leadership in Sustainability Certificate Program
The Oregon leadership in sustainability (OLIS) graduate certificate program is an intensive, yearlong program that trains students in the concepts and skills of sustainability-issues of climate change, green economy, ecosystem services, green infrastructure, and social justice-in preparation for emerging careers in the public, private, and nonprofit sector.

More information is available in the **Planning, Public Policy and Management** section of this catalog.

Facilities

Facilities Services

Michael Smith, Director

541-346-2055

The School of Architecture and Allied Arts is housed principally in Lawrence, Pacific, and Hendricks Halls, the Romania building, and the North Site in Eugene and the White Stag Block in Portland. 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 Romania building houses studio facilities for the Product Design Program.

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

Technology Services

Gary Sullivan, Director

541-346-1715

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 Eugene at Lawrence Hall, Pacific Hall, Hendricks Hall, and the North Site complex, and in Portland at the University of Oregon in Portland's White Stag Block. A technical staff maintains these resources as well as shared large-scale color plotters and high-resolution printers. Technical support is available through Information Services, A&AA Technology 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 Center for Media and Educational Technologies, which offers technical expertise in digital media.

Office of Professional Outreach and Development for Students

Kassia Dellabough, Coordinator
541-346-2621

The Office of Professional Outreach and Development for Students serves students in all A&AA disciplines as they endeavor to develop career goals and job-search strategies. The office collaborates with both administrative and academic units to provide comprehensive career services including vocational counseling, professional mentoring, group presentations, workshops, and the annual career symposium held in Portland.

Office of Development

Joshua McCoy, Senior Director of Development

541-346-3697

The mission of the Office of Development is to assist the A&AA school in securing private gifts that enhance educational opportunities and to offer aid in the areas of faculty support, research and creative work, student scholarships, building and equipment maintenance, and facilities construction.

The development office raises funds through a combination of methods: the annual giving telefund, direct mail appeals, foundation and corporate grants, planned gifts, and direct personal solicitation.

Academic priorities for fundraising are the responsibility of the dean, with the advice and assistance of the department heads and directors, and are developed in cooperation with the UO vice president for university development.

The office works in concert with the university's central development office and the UO Foundation to raise new endowments for research, scholarships, faculty, and teaching support.

Office of External Relations and Communications

Karen J. Johnson, Assistant Dean

541-346-3603

The mission of the Office of External Relations and Communications is to develop and guide the School of Architecture and Allied Arts' strategic messages and news information using a robust transmedia approach that communicates to internal and external constituents about the excellence and social relevancy of the academic programs and people in the school.

The office coordinates media relations, electronic and print communications, marketing, graphic design, and brand development and management for the school. It publishes the *A&AA Review* magazine and assists departments and programs with outreach activities. The office coordinates the school's Ellis F. Lawrence Medal, presented annually to a distinguished alumnus or alumna.

Interdisciplinary Research

Center for Community Arts and Cultural Policy

Patricia Dewey, Director

541-346-3639

256 Lawrence Hall

The Center for Community for Community Arts and Cultural Policy works in collaboration with the faculty members and graduate students in the Arts and Administration Program in the School of Architecture and Allied Arts to sustain and strengthen the arts and culture through research, education, and community involvement. The center's faculty, student, and affiliated members conduct and disseminate policy-relevant research and create professional development opportunities to support policymakers and cultural sector professionals.

Community Service Center

Robert Parker and Megan Smith, Managing Codirectors

541-346-3889

111 Hendricks Hall

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 the Community Planning Workshop, Resource Assistance for Rural Environments, and the Oregon Partnership for Disaster Resilience.

Energy Studies in Buildings Laboratory

G. Z. Brown, Director

541-346-5647

103 Pacific Hall

The laboratory's facilities in Eugene and Portland 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

Cassandra Moseley, Director

541-346-0675

130 Hendricks Hall

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 Policy Research and Innovation

Michael Hibbard, Director

541-346-3897

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.

John Yeon Center for Architectural Studies

Brook Muller, Interim Director

541-346-2072

125 Lawrence Hall

The John Yeon Center fosters research and appreciation of architecture, interior design, historic preservation, art, and landscape architecture by students, faculty members, professional architects, and designers. The program is responsible for the preservation of several significant historic and cultural properties designed by John Yeon.

The center comprises two Portland residences-the Watzek House and the George and Margaret Cottrell House-and a landscape in the heart of the Columbia River Gorge known as the Shire. The Watzek House was designated a national historic landmark in 2011.
Both historic properties are designed John Yeon (1910-94), a design pioneer who fundamentally rethought modern architecture for the Pacific Northwest. The Yeon Center was founded in 1995 by Richard Louis Brown with the gift of the Watzek House to the University of Oregon. The George and Margaret Cottrell House was given to the university by Margaret Cottrell in 2000. These properties were designed by John Yeon and are outstanding examples of Pacific Northwest regional architecture. The properties are available for class visits and educational tours.

The Shire-the John Yeon Preserve for Landscape Studies-is a unique landscape, sensitively designed by John Yeon, which occupies a seventy-five-acre waterfront site in Skamania County, Washington, in the heart of the scenic Columbia River Gorge, directly across from Multnomah Falls. The Shire is a carefully designed landscape with a sculpted lawn, a series of meadows, wetlands, vista points, river bays, and walking paths that John Yeon created over the passage of three decades. The John Yeon Trust donated the Shire and its endowment to the University of Oregon in 1995.

The Shire, while being preserved as an example of landscape design, is a center for Pacific Northwest landscape studies. It provides an educational site for the study of landscape preservation, design, ecology, and management that creates opportunities for individuals and study groups to engage in research and discussion of landscape architecture, planning, conservation, and preservation issues associated with the Columbia River Gorge, the Pacific Northwest region, and the nation.

Student Information

Admission

Admission to the major or the minor, degree requirements, and course offerings are described in the department 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 advisors from the department to which they have been admitted. Please note that some majors have several application cycles a year.

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. The school offers a range of general-education, group-satisfying courses as well as courses that satisfy the multicultural requirements. In addition, students may access art and digital arts studio offerings as nonmajors, provided they complete the appropriate course prerequisites. These courses include the following:

Department of Architecture

ARCH 201 Introduction to Architecture

Department of Art

ART 101 Understanding Contemporary Media

ART 111 The Artist Experience

Arts and Administration Program

AAD 250 Art and Human Values

AAD 251 The Arts and Visual Literacy

AAD 252 Art and Gender

Department of the History of Art and Architecture

ARH 101 Global Masterpieces: Monuments in Context

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

ARH 207 History of Indian Art

ARH 208 History of Chinese Art
ARH 209 History of Japanese Art

ARH 314, 315 History of Western Architecture I,II

ARH 320 (M) History of Jewish Art

ARH 322 Art of Ancient Greece

ARH 323 Art of Ancient Rome

ARH 331 Cultures of the Medieval West

ARH 348 Rome in Age of Bernini

ARH 349 History of Prints

ARH 351 19th-Century Art

ARH 353 Modern Art, 1880-1950

ARH 354 Art since 1945

ARH 358 History of Design

ARH 359 History of Photography

ARH 384, 386 Chinese Art I,III

ARH 387 Chinese Buddhist Art

ARH 397 Japanese Buddhist Art

ARH 463/563 Native American Architecture

ARH 488/588 Japanese Prints

ARH 490 Islamic Art and Architecture

Interior Architecture Program

IARC 204 Understanding Contemporary Interiors

Department of Landscape Architecture

LA 260 Understanding Landscapes

LA 375 Contemporary American Landscape

Department of Planning, Public Policy and Management

PPPM 201 Introduction to Planning, Public Policy and Management

PPPM 202 Healthy Communities

PPPM 205 Introduction to City Planning

PPPM 280 Introduction to the Nonprofit Sector

PPPM 340 Climate-Change Policy

Architecture and Allied Arts Courses (AAA)

Courses with the AAA subject code cross the school's disciplines and are described only in this section of the catalog.

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

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

199 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

404 Internship: [Topic] (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] (1-5R)

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

604 Internship: [Topic} (1-12R)

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

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-12R)

.

Architecture

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Faculty

Kyuho Ahn, assistant professor (interior architecture). BFA, 1992, Hong-Ik; MFA, Iowa State. NCIDQ certificate. (2008)

Frances Bronet, professor (interdisciplinary design, engineering, arts and social sciences); dean. Diplôme d'Études Collégiales, 1974, BS, 1977, BArch, 1978, BEng, 1979, McGill; MS, 1985, Columbia; reg. architect, Canada; Association of Collegiate Schools of Architecture Distinguished Professor. (2005)

G. Z. Brown, Philip H. Knight Professor of Architecture and Allied Arts (design, environmental control systems, effect of energy and material conservation on architectural form); director, Energy Studies in Buildings Laboratory. BA, 1964, MA, 1966, Michigan State; MBA, 1971, Akron; MArch, 1974, Yale; reg. architect, Oregon; fellow, American Institute of Architects. (1977)

Virginia Cartwright, associate professor (design, Finnish architecture, lighting). AB, 1975, California, Berkeley; MArch, 1981, Oregon. (1986)

Nancy Yen-Wen Cheng, associate professor (design, digital media); director, Portland Architecture Program. BA, 1983, Yale; MArch, 1990, Harvard; reg. architect, Massachusetts; NCARB certificate; member, American Institute of Architects. (1996)

Donald B. Corner, professor (design, construction systems, housing production). BA, 1970, Dartmouth; MArch, 1974, California, Berkeley; reg. architect, Massachusetts. (1979)

Erin Cunningham, assistant professor (history and theory, interior architecture, historic preservation). BA, 2001, Victoria; MID, 2006, Manitoba; PhD, 2010, Florida. (2010)

Howard Davis, professor (design, urban vernacular architecture, culturally sustainable urban districts); director, graduate studies. BS, 1968, Cooper Union; MS, 1970, Northwestern; MArch, 1974, California, Berkeley; Association of Collegiate Schools of Architecture Distinguished Professor. (1986)

Mark Donofrio, assistant professor (design, structures, interdisciplinary design). BA, 2004, Illinois, Chicago; MArch, 2006, Illinois, Urbana-Champaign; reg. architect, Illinois. (2010)

Stephen F. Duff, associate professor (design; structures, construction, and design-build; naval architecture). BA, 1985, Washington (Seattle); MArch, 1988, MS, 1993, California, Berkeley. (1994)

Ihab Elzeyadi, associate professor (design, environmental control systems). BArch, 1988, Graduate Diploma in Architectural Engineering, 1990, Ain Shams University; MS, 1996, Pennsylvania State; PhD, 2001, Wisconsin, Milwaukee; reg. architect, reg. engineer, Egypt. (2001)

Michael E. Fifield, professor (design, housing, urban design). BA, 1973, California, Berkeley; MArch, 1980, California, Los Angeles; reg. architect, Oregon, Arizona, Idaho; NCARB certificate; fellow, American Institute of Architects; member, American Institute of Certified Planners. (1998)

Gerald Gast, associate professor (urban and architectural design, urban studies). BArch, 1967, MArch, 1969, Illinois; reg. architect, California. (1994)

Donald Genasci, professor (history and theory, architecture and urban design). BArch, 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; MA, 1974, Essex; reg. architect, Oregon, NCARB certificate; Architects' Registration Council of the United Kingdom. (1977)

Mark Gillem, associate professor (urban design, social and cultural factors in design). BArch, 1989, Kansas; MArch, 1996, PhD, 2004, California, Berkeley; reg. architect, California, South Dakota;

NCARB certificate; member, American Institute of Architects, American Institute of Certified Planners. (2005)
James W. Givens, senior instructor (design, design theory and process). BArch, 1985, MArch, 1989, Oregon. (1986)

Esther Hagenlocher, associate professor (architecture, interior architecture). Certificate of Profession-Cabinet Maker, 1987, Technical College, Stuttgart; DiplIng, 1994, State Academy of Art and Design, Stuttgart; MArch, 1998, University College, London; reg. architect, Germany (inactive). (2004)

Megan Haight, instructor (design, design process). BA, 1973, Stanford; MArch, 1979, Yale. (1996)

Peter A. Keyes, associate professor (design, housing research and building technology, community design). AB, 1978, Harvard; MArch, 1983, Columbia; reg. architect, New York (inactive). (1990)

Alison G. Kwok, professor (design, environmental control systems). BA, 1977, Knox; MEd, 1980, Hawaii; MArch, 1990, PhD, 1997, California, Berkeley; reg. architect, California, Oregon; NCARB certificate; certified passive house consultant. (1998)

Nico Larco, associate professor (design, urban design, suburban development). BA, BArch, 1996, Cornell; MArch, MCUP, 2001, California, Berkeley; reg. architect, Massachusetts, NCARB certificate. (2005)

Erin Moore, assistant professor (design, technology, media). BA, 1996, Smith; MArch, 2003, California, Berkeley; reg. architect, Arizona; NCARB certificate. (2008)

Brook Muller, associate professor (design theory, environmentally responsive architecture); associate dean for academic affairs. BA, 1987, Brown; MArch, 1992, Oregon. (2004)

Hans Joachim Neis, associate professor (urban and architectural design and theory). DiplIng, Darmstadt, 1976; MArch, 1979, MCP, 1980, PhD, 1989, California, Berkeley; reg. architect, urban designer, Germany. (2000)

Kevin Nute, professor (design history and theory, time-sensitive buildings). BA, 1981, BArch, 1985, Nottingham; PhD, 1993, Cambridge. (2000)

Otto P. Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). BS, 1958, Cincinnati; reg. architect, California, Colorado, Illinois (inactive), New Mexico, Oregon, Virginia (inactive), Washington, Washington, D.C. (inactive); NCARB certificate; fellow, American Institute of Architects. (1962)

John S. Rowell, associate professor (design, construction, building enclosure). BS, 1984, British Columbia; MArch, 1990, Oregon; reg. architect, Washington, Oregon, California; NCARB certificate; member, American Institute of Architects. (1996)

Judith E. Sheine, professor (design, history and theory, housing); department head. AB, 1975, Brown; MArch, 1979, Princeton; reg. architect, California. (2012)

Alison B. Snyder, associate professor (design, urban-rural vernacular culture, ancient and modern sacred space and light); director, Interior Architecture Program. BA, 1982, Washington (St. Louis); MArch, 1987, Columbia; reg. architect, New York, Pennsylvania, New Jersey (inactive). (1997)

Philip Speranza, assistant professor (design, design communications). BS, 1997, Virginia; MArch, 2002, Columbia; reg. architect, California, New York. (2011)

Robert L. Thallon, associate professor (design, media, construction); associate dean for administration. BA, 1966, California, Berkeley; MArch, 1973, Oregon; reg. architect, Oregon, California. (1979)

Roxi Thoren, associate professor. See **Landscape Architecture**.

James T. Tice, professor (urban design, architectural history and theory). BArch, 1968, MArch, 1970, Cornell; reg. architect, California. (1990)

Glenda Fravel Utsey, associate professor (design, site-specific process and skill development, settlement patterns); associate head, student affairs. BArch, 1971, MLA, 1977, Oregon. (1981)

Daisy-O'lice Ida Williams, assistant professor (design, design communications); BS, 2002, MArch, 2005, Florida A&M. (2011)

Jenny Young, professor (design, programming, health-care facilities). BA, 1970, Vassar; MArch, 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, associate professor (design, media, behavioral factors). BIArch, 1982, Kansas State; MIArch, 1990, Oregon; NCIDQ certificate; member, Institute of Business Designers. (1990)

Courtesy

Edward Allen, courtesy professor (technical teaching program). BArch, 1962, Minnesota; MArch, 1964, California, Berkeley; reg. architect, Massachusetts. (2001)

Emeriti

Stanley W. Bryan, professor emeritus. BArch, 1947, Washington (Seattle); MArch, 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)

Wilmot G. Gilland, professor emeritus. AB, 1955, MFA, 1960, Princeton; reg. architect, California, Oregon; Fellow, American Institute of Architects. (1969)

Arthur W. Hawn, professor emeritus. BA, 1961, MA, 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)

Earl E. Moursund, professor emeritus. BS, 1949, Texas; MArch, 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Gary W. Moye, associate professor emeritus. BArch, 1967, Oregon; MArch, 1968, Pennsylvania; reg. architect, Pennsylvania, New York, Oregon. (1976)

Donald L. Peting, associate professor emeritus; assistant dean, architecture and allied arts. BArch, 1962, Illinois; MArch, 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

James A. Pettinari, professor emeritus. BArch, 1966, Minnesota; MArch, 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)

Guntis Plesums, professor emeritus. BArch, 1961, Minnesota; MArch, 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. (1969)

John S. Reynolds, professor emeritus. BArch, 1962, Illinois; MArch, 1967, Massachusetts Institute of Technology; reg. architect, Oregon; fellow, American Institute of Architects; Association of Collegiate Schools of Architecture Distinguished Professor. (1967)

Charles W. Rusch, professor emeritus. AB, 1956, Harvard; BArch, 1964, MArch, 1966, California, Berkeley. (1978)

Michael D. Utsey, associate professor emeritus. BArch, 1967, Texas; MEvD, 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 Instructors, Lecturers, and Critics

The Department of Architecture has an extensive program of visiting instructors, lecturers, and critics who are brought to the school each year. The program includes the Pietro Belluschi Distinguished Visiting Professor in Architectural Design and the Frederick Charles Baker Chair, who teaches architectural lighting.

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.

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, where 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 and broaden their experiences related to environmental design.

Summer Architecture Academy. The department's Summer Architecture Academy offers prospective undergraduate and graduate students a chance to experience architecture, landscape architecture, and interior architecture study in an intensive four-week residential program on the UO campus in Eugene. Workshops, lectures, demonstrations, and field trips complement daily studio work. Information about the Summer Architecture Academy may be obtained on the department website.

Design Camp. The School of Architecture and Allied Arts offers a summer career exploration program for college-bound students at the school's facilities in the White Stag Block in downtown Portland. Students explore architecture, product design, and the digital arts in the city and in the studio. Information about Design Camp may be obtained on the website or by calling the School of Architecture and Allied Arts in Portland.

Careers. Although most students prepare for professional registration and internship with practicing architects, others choose careers in allied fields such as construction management, environmental policy development, urban and community planning, architectural programming, and facilities management.

Accreditation. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of architecture and master of architecture degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

At the University of Oregon, both the bachelor of architecture (BArch) and the master of architecture (MArch) degree programs are accredited by NAAB. The next accreditation review for all programs is 2020.

The postprofessional master of science in architecture (MS) degree program and the PhD degree program are not accredited. Admission to these programs is restricted to applicants who already hold a NAAB-accredited degree or the international equivalent.

Internship and Licensure. In the United States, the title "architect" is legally restricted to individuals licensed by the state where they are registered to practice architecture. State governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. The specific requirements for education, experience, and eligibility to take the Architectural Registration Examination vary by state. In most states, including Oregon, completion of the Intern Development Program and an NCARB certificate is required preparation for licensure.

The Architecture Curriculum

The professional curriculum in architecture has two principal objectives: (1) broad inquiry into the integrative nature of environmental design and (2) a comprehensive professional education that develops the ability to design built environments ranging from intimate personal spaces to cities.

Curriculum requirements are published in the *UO Catalog* and in the department's *Advising Handbook*, which includes sample course sequences, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned a faculty advisor and encouraged to consult that advisor for specific information.

Residence Requirements

For transfer students to earn the bachelor of architecture (BArch) or professional master of architecture (MArch) degree, the following minimum course work must be successfully completed in residence:

1. Design: four terms of architectural design including ARCH 485/585, 486/586 (28 credits)
2. Architecture subjects (30 credits)
3. Upper-division, writing-intensive, general electives that delve into the literature of academic subjects outside the subject areas of architecture (ARCH) and interior architecture (IARC) (16 credits)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in the **Graduate School** section of this catalog. Undergraduate students should contact the UO admissions office to learn how withdrawal from the university affects residency status.

Departmental Policy. Undergraduate and graduate students may interrupt the course of study for various reasons. In order for the department to plan for maximum use of resources, students must file a leave-of-absence form with the department indicating the expected date of return. Leave-of-absence status is renewable. Undergraduates may accumulate up to a total of two years of leave; they must file a departmental leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of one year of leave; they must file a Graduate School leave-of-absence form, available online, and a departmental agreement, available on the department website. 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

Undergraduate programs include the bachelor of architecture (BArch) degree and the minor in architecture. The five-year professional BArch degree program is highly structured the first two years and more flexible the last three. This flexibility allows each student to establish a study sequence according to individual interests and needs. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an NAAB-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).

Major Requirements: 231 credits

The bachelor's degree program includes requirements for a liberal education. This includes the following university general-education group requirements for professional school majors, totaling a minimum of 44 credits:

- College composition (WR 121 and 122 or 123)-8 credits
- Arts and letters (including ARH 314 or 315)-12 credits
- Social Science-12 credits
- Science (including PHYS 201 and 202)-12 credits
- Multicultural requirement (if not met in other courses)-up to 8 additional credits

In addition, a minimum of 43 elective credits are required for the program. Electives enable students to study general subjects beyond university group requirements and continue liberal studies beyond introductory courses. Students are required to earn at least 16 credits in upper-division, writing-intensive electives that delve into the literature of academic subjects outside the subject areas of architecture and interior architecture (courses with subject codes or ARCH or IARC). The upper-division electives may not be courses in performance, service, weekend seminar, human development, or leisure studies.

Professional BArch Requirements: 144 credits

- Architectural design studios-64 credits
- Professional subject-area courses-80 credits

See Professional Curriculum in the Graduate Studies section below for a list of required professional courses.

Minor Requirements: 26 credits

Course Requirements	credits
Introduction to Architecture (ARCH 201)	4
Architectural Design (ARCH 484)	6
Electives	

Seminar: City Growth and Design (AAA 407), Seminar: [Topic] (ARCH 407), Architectural Contexts: Place and Culture (ARCH 430), Theory of Urban Design (ARCH 436), Housing Prototypes (ARCH 438), Minimal Dwelling (ARCH 439), Human Context of Design (ARCH 440), Environmental Control Systems I,II (ARCH 491, 492)

ARCH 484 is a course that may not be taken by students outside of the Department of Architecture, with the exception of landscape architecture students.

Undergraduates who are enrolled in any major can apply to the minor. Completed applications including supporting academic records and a curriculum worksheet are submitted to the Department of Architecture office. Applicants are notified when their applications have been approved. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register if space is available after the needs of majors have been met. Space for enrollment in the minor program is limited.

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 programs are admitted as advanced transfer students. Prospective students should review application requirements posted online during the fall, well before application deadlines (see Application Deadlines in the **Admissions** section of this catalog). January 15 is the deadline for completion of both the department and university applications. Applications are reviewed and accepted only once each year. Admission notices are mailed by April 1.

Admission to the BArch major program is through a selective review that focuses on three attributes: creative potential, academic capability, and potential for contribution to the program through diversity of background, experience, maturity, or demonstrated motivation. Students are expected to submit specific materials supporting each of these attributes (academic records, essays, recommendations, and a portfolio of creative work). Applicants need not have prior course work in building design, but they are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with crafts and construction may also demonstrate evidence of creative potential.

Accepted applicants must be academically secure. To be considered, applicants must submit SAT scores, and first-year applicants must have grades and scores that meet at least four of the following five indices:

1. High school grade point average (GPA)-3.25
2. Verbal-Critical Reading SAT I-550
3. Mathematics SAT I-550
4. Writing SAT I-550
5. Total of all SAT I sections-1650

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. Paper-based test: a minimum total score of 575 must be achieved with a minimum of 58 in each subsection. Internet-based test: a minimum total score of 90 must be achieved with a minimum score of 30 in each subsection.

Transfer applicants must have a minimum college or university GPA of 3.00 and meet the other criteria listed above for first-year applicants.

Prospective applicants to the BArch degree program or the minor in architecture may find information about the program and application requirements on the department website.

Graduate Studies

There are three graduate degree programs in architecture: the professional master of architecture (MArch) degree, the postprofessional master of science in architecture (MS) degree, and the doctor of philosophy (PhD) degree. Graduate certificate programs sponsored by the department include ecological design, museum studies, new media and culture, Oregon leadership in sustainability, and technical teaching in architecture. Students interested in pursuing a concurrent master's degree in interior architecture may find information about the combined degree requirements and application procedures on the Department of Architecture website.

Students enrolled in the master of science degree program must take a minimum of 45 graduate credits, of which 30 must be in architecture and 9 must be at the 600 level. The PhD degree program consists of a minimum of 66 graduate-level credits, including at least 50 credits in the Department of Architecture. These degree programs do not have a graded-credit requirement, although students who enroll for graded credits must maintain a 3.00 minimum GPA. Additional requirements for each program are listed below.

Professional Master of Architecture Degree Requirements

The professional, NAAB-accredited master of architecture (MArch) degree program prepares students for careers in architectural practice and careers in allied professions that contribute to shaping the built environment.

The department offers two tracks of study. Track I typically takes ten terms to complete. Track II is a six-term advanced placement program.

Students enrolled in the MArch Track I program must complete the following:

- Architectural design studios-64 credits
- Professional subject-area courses-80 credits

Of the required 144 credits, 15 must be applied to advanced study in a focus area. This work may include an independent research project.

Track I students typically complete all or most of the MArch degree program requirements at the University of Oregon, and begin the program the summer before their first full academic year of study. Students with bachelor's degrees (BA, BS) other than a preprofessional degree in architecture must apply to the Track I program.

Students with degrees in related design disciplines (e.g., landscape architecture, interior architecture, environmental design, or architecture degrees from programs at schools that are not accredited) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior studio work. Track I students may apply to transfer to Portland after completing the introductory design studio sequence in Eugene.

Track II 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. Students admitted into Track II begin their studies fall term. Applicants who have a four-year preprofessional degree in an environmental design discipline and an equivalent amount of professional studio and course work may be considered for Track II. Track II students must fulfill the same professional curriculum requirements of the Track I program, but are admitted with advanced standing in studio and subject-area courses. The extent of this advanced standing is determined in consultation with the student's academic advisor before beginning the program. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of three terms in residence.

Track II students may transfer up to 36 credits of previously completed introductory and/or intermediate design studio and up to 50 credits of subject-area courses. Students usually complete a minimum of six terms and the following 87 credits in residence:

- Architectural design studios-40 credits
- Professional subject-area courses-47 credits

Of the required 87 credits, 15 must be applied to advanced study in a focus area. This work may include an independent research project.

Students admitted into the Track II program are expected to have completed professional courses in building technology, architectural history, architectural design, and other subject areas in their undergraduate degree program. Students with insufficient preparation may be admitted with deficiencies. Satisfaction of the specific deficiencies may require course work in addition to the minimum of 87 credits required for the degree. Students intending to enroll in the Track II program in Portland may be required to fulfill deficiencies on the Eugene campus before they may commence study in Portland.

Postprofessional Master of Science Degree Requirements

The master of science degree program provides an opportunity for advanced study and contribution to knowledge in the field through the thesis. It leads to the master of science in architecture (MS) as a postprofessional degree and applicants must have, or expect to complete, a professional degree in architecture to be eligible for the MS program. Students complete a minimum of four terms in residence and are required to complete 9 credits in Thesis (ARCH 503) or Terminal Project (ARCH 611). Students in this program are expected to develop an individual research topic in one or more of the following areas of faculty research:

1. Building environments: quality, function and aesthetics
2. Sustainable cities and settlements, livable communities, urban design, housing design
3. Green technologies, high-performance envelopes, net-zero buildings, eco-districts
4. Craft and fabrication: green building materials and products

5. Behavioral factors: cultural, social, and economic sustainability
6. Raising levels of occupant and community member perception, performance, and health
7. Design modeling, simulations, and communications
8. Architectural and urban history, preservation, adaptive reuse

The postprofessional MS curriculum focuses on individual research that draws from professional and general university courses and consultation with the student's advisor and thesis committee. For more information about the thesis, see the **Graduate School** section of this catalog.

Certificate in Ecological Design

The certificate in ecological design is an interdisciplinary program focused on the development of a practical framework for the integration of the built environment with local and regional natural systems. It is available to all graduate students within the School of Architecture and Allied Arts. Participating students develop an in-depth understanding of the relationships between ecological processes, issues of cultural and social sustainability, and urban development and form, as well as how allied design and planning disciplines approach these relationships.

Students must complete a minimum of 24 credits in approved ecological design subject courses. Of these, 11-12 credits must come from a list of foundation courses; 12-13 additional credits are selected by students from a list of approved electives. A maximum of 12 credits may be counted for both the certificate and a graduate degree program, but required courses for the degree will not satisfy certificate electives. For most architecture and interior architecture students, this certificate requires 12 credits in addition to their degree requirements. Some students may need to complete prerequisites to develop subject proficiency for approved electives. More information on course requirements and application to the certificate program may be found online, http://aaa.uoregon.edu/programs/interdisciplinary/ecodesign .

Certificate in Museum Studies

Graduate students in architecture and interior architecture who are interested in museum and exhibit design can apply to this 28-credit certificate program based on courses offered at the Eugene campus. Information about the program is available in the **Arts and Administration** section of this catalog.

Certificate in Oregon Leadership in Sustainability

Graduate students in architecture and interior architecture who are interested in sustainability leadership can apply to this 32-credit certificate program based on courses offered at the Eugene campus. Information about the program is available in the **Planning, Public Policy and Management** section of this catalog.

Certificate in New Media and Culture

Graduate students in architecture and interior architecture who are interested in new media and culture may apply to this 24-credit certificate program based on courses offered at the Eugene campus. Information about the program is available online, http://newmediaculture.uoregon.edu .

Certificate in Technical Teaching in Architecture

The Technical Teaching Certificate program prepares graduate students in the fields of architecture and interior architecture for teaching positions on building technology in academic and professional settings. Building technology includes subjects such as structural design, construction materials and processes, and environmental control systems. Students investigate curricula, tools, and strategies for teaching and concentrate on improving their comprehensive knowledge of the technical subjects. It is designed for graduate students enrolled in the postprofessional MS programs in architecture and interior architecture, but graduate students in the professional MArch Track I and II programs may apply. Individuals who hold a master's degree and at least one professional degree in architecture or interior architecture may apply to this certificate program without being concurrently enrolled in a master's program at the University of Oregon.

Certificate candidates must demonstrate advanced proficiency in at least one technical subject area (structures, construction, or environmental control) and have the background necessary to teach at the introductory level in the other two. This requirement may be fulfilled by submitting a portfolio documenting professional experience or prior course work to the technology faculty, or it can be met by completing a sequence of advanced courses.

A minimum of 24 credits is required for the certificate. A maximum of 12 credits may be counted for both the certificate and a graduate degree program, but required courses for the degree will not satisfy certificate electives. More information about the program is available at the department website.

Doctor of Philosophy Degree Requirements

The PhD degree program focuses on sustainable design, addressing the needs of the profession as society faces the environmental impact of its cities. It prepares students for careers at universities and other institutions engaged in research related to sustainable design, such as national research laboratories, industry research and development, public agencies, and nongovernment organizations. PhD students address research topics that encompass spatial, environmental, historical, social, political, technical, and economic factors. In addition to a rigorous understanding of building performance, aspects of sustainable community development, and broader social processes and policies, each student is expected to demonstrate an understanding of theory and research in a related focus area. Completion of the program requires demonstrated excellence through original contributions to the field. Depending on background and research goals, students can expect to complete the degree in three to six years, with four to five years being most typical. There is a minimum residency of two years of full-time graduate work at the Eugene campus.

The program supports advanced study in the following areas:

- Design and policy for sustainable cities and livable communities
- Design for climate change and adaptation
- Cultural, social, and economic sustainability
- Net-zero building and eco-district design
- Resource forecasting and simulation of place and building performance
- Energy-efficient, adaptive reuse of existing buildings
- Indoor environmental quality and occupant health
- High-performance building envelopes and green technologies
- Life-cycle building analysis design and modeling

Students are required to satisfy university PhD requirements explained in the **Graduate School** section of this catalog and on the Graduate School website. Degree requirements include the following:

- Five required theory and research courses that address qualitative and quantitative studies of environmental and building design and the planning processes that shape them
- 4 credits of supervised college teaching
- Additional course work in two focus areas, one within the department and one in a different department or program to develop knowledge of a second discipline that supports the student's research (e.g., anthropology, architectural history, biology, ecology, education, landscape architecture, planning theory, urban geography). Courses are selected in consultation with a faculty advisor
- A written comprehensive exam followed by an oral comprehensive exam upon completion of course work, typically at the end of the second year. After the student has passed both the written and oral comprehensive exams, he or she will be advanced to candidacy
- A dissertation proposal typically submitted the term following the comprehensive exams, but at least within three terms of the exams. The student forms a dissertation committee that must approve the proposal following a scheduled public proposal presentation and before undertaking the dissertation
- A public presentation and defense of the dissertation research followed by final approval by the dissertation committee

The required 84 credits are distributed as follows:

Research and Investigation	**28 credits**
Research (ARCH 601)	8
Research Methods in Sustainable Design (ARCH 620)	4
Quantitative Methods (PPPM 656)	4
Advanced Research in Sustainable Design (ARCH 678)	4
Advanced Dissertation Proposal Development (ARCH 695)	4
Supervised College Teaching (ARCH 602), Teaching Technical Subjects in Architecture (ARCH, 661), or Teaching Technology in Architectural Design (ARCH 690)	4

Built Environment Design and Theory (ARCH 617)	4
History of Sustainable Design (ARCH 633)	4
Advanced electives (500-level and above)	14

Secondary Focus Area	**16 credits**
A minimum of 12 credits must be taken at the 600-level	16
Dissertation	**minimum 18 credits**
Dissertation (ARCH 603)	18

Graduate Admission

Admission to the professional MArch and postprofessional MS graduate degree programs 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. Applications include a résumé, a biographical statement, a statement of interest in the field of architecture, a portfolio of creative work, three letters of recommendation, and official transcripts from all postsecondary educational institutions attended. Applicants must take the Graduate Record Examinations (GRE) so that the scores, a required component of the application, can be reported by the application deadline. Applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL) of at least 575 (paper-based) or 90 (Internet-based). Applications must be postmarked by the first Monday after January 1 for applicants to be considered for admission the subsequent fall term (or summer session for the MArch Track I students). Notifications of results are mailed by April 1.

Prospective applicants to the MArch degree program may find information about the programs and application requirements at the department website.

Prospective applicants to graduate certificate programs should contact the office of the academic unit that administers the certificate program to get information about application requirements.

Admission to the PhD degree program is through a highly selective review that focuses on the applicants' prior academic and professional preparation and their demonstrated potential to make original research contributions and contribute to the teaching and research mission of the department. Prospective PhD students must have earned a professional master of architecture degree, a postprofessional graduate degree in architecture, or a professional degree in architecture and a graduate degree in a related field. Professional experience in architecture or an allied field is strongly recommended. Applications include a curriculum vitae, a personal statement of academic and career goals that addresses all items requested in the application instructions, a portfolio of creative and scholarly work including at least one writing sample, three letters of recommendation including two from referees with academic affiliations, official transcripts from all postsecondary educational institutions attended, and Graduate Record Examination (GRE) scores. Applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL) of at least 575 (paper-based) or 90 (Internet-based). Applications must be postmarked by December 1 prior to the fall term of anticipated enrollment. Prospective applicants can find information about the PhD program and application requirements at the department website.

Graduate Teaching and Research Fellowships

A number of graduate teaching or research fellowships (GTFs) are available to well-qualified graduate students. MS or MArch Track II applicants with previous education in architecture or an allied field are encouraged to apply for GTF positions. MArch Track I students are generally selected in the second or third year of their degree program. Information about the GTF application process is available on the department and Graduate School websites.

Professional Curriculum

The professional curriculum of the bachelor of architecture program and the master of architecture programs include required architectural design studios and architectural subject courses. In addition, each program's curriculum is supplemented by professional electives.

Architectural Design: 64 credits (BArch and MArch Track I) or 40 credits (MArch Track II)

The architectural design studio is a social and interactive workplace where students work cooperatively with their peers under the guidance of faculty members with frequent input from practicing architects and experts as well as representatives of communities served by the studio's design explorations. Through design projects, students learn to respond to complex environmental and cultural contexts through the exploration of architectural form. Introductory studios emphasize creativity, design communication skills, and critical thinking fundamental to the design process; intermediate studios emphasize integration of architectural subjects with design; advanced studios emphasize comprehensive integration of these elements. Student performance in all design studios is graded on a pass/no pass basis and evaluated through final reviews, written evaluations, and exit interviews with faculty members.

Design credit may be earned only through participation in design studios. BArch and MArch Track I students are required to complete 64 design studio credits, distributed as follows:

Introductory Architectural Design Studios

- Architectural Design I,II (ARCH 283, 284)-12 credits (BArch)
- Architectural Design III,IV (ARCH 383, 384)-12 credits (BArch)
- Introductory Graduate Design (ARCH 680, 681, 682)-18 credits (MArch Track I)

Intermediate Architectural Design Studios

- Architectural Design (ARCH 484/584), repeatable studio for all professional-degree students-12-30 credits (BArch, MArch)
- Graduate Architectural Design: Option II (ARCH 683)-6 credits (MArch Track II)

Site Planning and Design (LA 489/589), Interior Design (IARC 484/584), or Furniture Design (IARC 486/586) may be substituted for one of the required ARCH 484/584 studios.

Advanced Architectural Design Studios

- Advanced Architectural Design I,II (ARCH 485/585, 486/586)-16 credits (BArch, MArch)

Architectural Subjects: 80 credits

Subject courses develop theory, knowledge, and skills in architecture and related disciplines, with an emphasis on learning architectural subjects in the context of design. This course work develops design skills and examines the influences of place, human activity, spatial order, structure, construction, environmental control, professional practice, and history on the practice of architecture. The required subject courses for the BArch and MArch programs are as follows:

Architectural Design Skills	**6 credits (MArch)** **14 credits (BArch)**
Introduction to Architecture (ARCH 201)	4 (BArch)
Design Skills (ARCH 202)	3 (BArch)
Graduate Design Process (ARCH 611)	3 (MArch)
Introduction to Architectural Computer Graphics (ARCH 222)	4 (BArch)
Media for Design Development (ARCH 423/523)	3 (BArch, MArch)

Architectural Design Theory and Practice	**40 credits**
Architectural Contexts: Place and Culture (ARCH 430/530)	4 (BArch, MArch)
Human Context of Design (ARCH 440/540)	4 (BArch, MArch)
Spatial Composition (ARCH 450/550)	4 (BArch, MArch)
Structural Behavior (ARCH 461/561)	4 (BArch, MArch)

Wood and Steel Building Systems (ARCH 462/562)	4 (BArch, MArch)
Building Construction (ARCH 470/570)	4 (BArch, MArch)
Building Enclosure (ARCH 471/571)	4 (BArch, MArch)
Environmental Control Systems I,II (ARCH 491/591, 492/592)	8 (BArch, MArch)
Context of the Architectural Profession (ARCH 417/517)	4 (BArch, MArch)

Architectural History	**12 credits (MArch)** **16 credits (BArch)**
History of Western Architecture I and/or II (ARH 314 and/or 315)	4-8 (BArch)
Approved 400/500- or 600-level courses in architectural history	6-12 (BArch, MArch)

Students in the professional MArch program must take at least one course in each of the following historical periods: ancient, Renaissance, and modern.

Architectural Electives	**10 credits (BArch)** **22 credits (MArch)**
Advanced building technology elective	4 (BArch, MArch)
400/500- or 600-level ARCH or IARC courses	(BArch, MArch)
Approved 400/500- or 600-level courses in allied fields	(BArch, MArch)

Computer Literacy Requirement. Introductory architecture courses presume knowledge of computer operations, general-use software, and Internet communications. Students lacking preparation may draw on resources at A&AA Technology Services, the University Teaching and Learning Center, the Library and Learning Commons, or Information Technology services. By the end of their first year in the bachelor's or master's program, students are expected to have achieved basic literacy in computer graphics as an integrated tool for architectural design-diagramming, two-dimensional drawing, image processing, three-dimensional modeling, accurate sun casting, parametric modeling, and presentation methods. Students must have an awareness of building information modeling, digital fabrication, building performance analysis software, and geographic information systems.
Students are required to have a high-speed laptop computer and a specified complement of software. Each year the department reviews its software and hardware recommendations. Minimum hardware specifications and software requirements are posted on the department website.

Mathematics and Physics Literacy Requirement. Students are required to pass a diagnostic examination to show that they have a working knowledge of prerequisite math and physics subjects prior to enrolling in Structural Behavior (ARCH 461/561). Students who do not take (or do not pass) the examination are required to take a weeklong review course offered during the week prior to the start of fall term. In some cases, based on examination results, students may only be required to attend certain days of the review course.

Off-Campus Study

Students may participate in off-campus study programs hosted by the Department of Architecture, the Historic Preservation Program, the Department of Landscape Architecture, and the Office of International Affairs. The department has an exchange program in Stuttgart, Germany, and a close relationship with the Danish International Studies Program in Copenhagen.

Portland, Oregon. The department maintains an extension of its NAAB-accredited professional and postprofessional graduate programs at the University of Oregon in Portland, where advanced graduate and undergraduate architecture students may study. Students in the master of science or master of architecture Track II programs may complete all studies in residence in Portland or take courses in Eugene and Portland.

The University of Oregon's Portland facility, housed in the historic White Stag Block, includes studio spaces, classrooms, a fabrication shop, a computing lab, review rooms, and a library. Portland students also have access to the resources on the Eugene campus, including scholarships and financial aid. Through provisions of the Oregon University System, students in Portland may enroll in courses and use libraries at other state-system universities.

Portland is an ideal laboratory for the exploration and study of real problems in urban design and architecture. Civic and regional issues are actively studied and tested in the design studios, in courses, and through research

opportunities. The school maintains strong ties with Portland's professional community of architects, planners, and developers. Additional enrichment is provided through the department's sponsorship of professional and public events. Students may take advantage of Portland's status as a major center for architectural and interior design services by seeking practicum experience or internships in local firms and organizations. The program provides interested students with opportunities to contribute to urban design projects for government agencies and nonprofit organizations in the Portland area. More information is available through the department's offices in Portland or Eugene and the department website.

Rome, Italy. The Department of Architecture and the Department of the History of Art and Architecture offer an interdisciplinary summer program in Rome, housed in the Palazzo Cenci in the historic center of the city. Rome serves as the laboratory for courses in the areas of architectural design, media, art history, and architectural history. Students live in apartments within a short walk to the facility. This program is open to majors only; architecture and interior architecture majors who have successfully completed at least four design studios are eligible to take the studio component.

Vancouver, British Columbia. This architecture and urban design program offered in the spring and based on Granville Island-one of the "world's great public spaces"-in the heart of this multicultural, dynamic metropolis and seaport. Emily Carr University of Art and Design is the host institution for the program, with design studio and support facilities located in their Granville Island buildings. Student housing is located in Vancouver's colorful West End and at Jericho Beach, along the West Point Grey waterfront. Students follow an integrated, design-based curriculum of four coordinated courses: an architectural design studio, a kinetic architecture seminar, an urban design and programming seminar, and an advanced 3-D digital modeling course.

Vicenza, Italy. This architecture program, offered in the spring, is based in the town of Vicenza in the Veneto region of Italy. The program is housed in the heart of Vicenza, where students have access to studio and seminar spaces, a library, and student lounge. The curriculum includes studio, media, and seminar courses designed for advanced architecture, interior architecture, and landscape architecture majors.

Stuttgart, Germany. A small number of Oregon students change places with students in the architecture programs in Stuttgart, Germany. BArch students in their third or fourth year and MArch Track I and II students who have a full year of study remaining after the exchange year are eligible. German language proficiency is required.

Danish International Studies Program. Architecture and 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. Instruction is in English.

Registering for Study Abroad Courses. Students in University of Oregon study-abroad programs enroll in courses with subject codes that are unique to individual programs. Upon completion of a program, the credits earned are transferred to fulfill the appropriate degree requirements. See International Affairs in the **Academic Resources** section of this catalog for more information about study abroad.

Architecture Courses (ARCH)

Descriptions of seminars and experimental courses are available on the department website.

196 Field Studies: [Topic] (1-3R)

198 Workshop: [Topic] (1-3R)

199 Special Studies: [Topic] (1-5R)

201 Introduction to Architecture (4) Offers a structure of principles for making places for people. Examines places, design procedures, and the use of architectural principles in general.

202 Design Skills (3) Introduction to basic design processes, methods, and media. Prereq: ARCH 201 or IARC 204; coreq: ARCH 283.

222 Introduction to Architectural Computer Graphics (4) Introduces basic skills and literacy with the computer for architectural illustration, drafting, and design. Prereq: ARCH 202.

283, 284 Architectural Design I,II (6,6) Design-studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios and professional course work. Prereq for 283: ARCH 201 or IARC 204; prereq for 284: ARCH 202, 283.

383, 384 Architectural Design III,IV (6,6) Studio projects. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development. Sequence. Prereq for 383: ARCH 284; prereq for 384: ARCH 383.

399 Special Studies: [Topic] (1-6R)

401 Research: [Topic] (1-6R)

403 Thesis (1-9R)

405 Reading and Conference: [Topic] (1-6R)
406 Special Problems: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-6R)

408/508 Workshop: [Topic] (1-6R)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-6R)

417/517 Context of the Architectural Profession (4) Introduction to the professional practices of architecture and interior design. Examines professional ethics, contracts, the regulatory and legal environment, organization, management, construction process, and marketing. Prereq: ARCH 484 or IARC 484 or LA 489.

423/523 Media for Design Development (3R) Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor. Prereq for 423: ARCH 202.

424/524 Advanced Design-Development Media (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 423/523.

430/530 Architectural Contexts: Place and Culture (4) How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples. Prereq for 430: ARCH 284 or architecture minor status; prereq for 530: ARCH 680 or 683.

431/531 Community Design (3) Multidisciplinary examination of the history, theory, and practice in the design and development of meaningful and sustainable neighborhoods. Special focus selected by faculty. Junior standing required. Open to all majors. Offered alternate years.

435/535 Principles of Urban Design (4) Introduction to theory and practice of urban design, comparative studies of neighborhood conservation, central city regeneration, growth policies and prospects for restructuring cities, metropolitan regions. Prereq for 435: ARCH 284 or architecture minor status; prereq for 535: ARCH 680.

436/536, 437/537 Theory of Urban Design I,II (3,3) Examines the cultural and formal ideas that underlie American and European urban design. **436/536:** Ancient Greek to 1700. **437/537:** 1700 to the present. Prereq: ARCH 430/530.

438/538 Housing Prototypes (3) An examination of modern housing prototypes from the 1920s to the present with an emphasis on understanding the many and varied factors involved in the production of high-quality housing. Junior standing required. Open to all majors.

439/539 Minimal Dwelling (3) Examination of the design of small dwelling units for a variety of users. Junior standing required. Offered alternate years.

440/540 Human Context of Design (4) Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment. Prereq for 440: ARCH 284 or architecture minor status; prereq for 540: ARCH 680 or 683.

449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophic, sociological, operational, economic, and contextual issues. Prereq for 449: ARCH 384; prereq for 549: ARCH 682 or 683.

450/550 Spatial Composition (4) Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations. Prereq for 450: ARCH 284 or architecture minor status; prereq for 550: ARCH 680.

457/557 The Façade (3) Ideas related to the façade as the primary surface of architectural representation. Emphasizes the façade as a mediator between internal and external building needs. Prereq: ARCH 450.

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: ARCH 384 and 450.

461/561 Structural Behavior (4) Develops basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings. Prereq for 461: PHYS 201, 202; passing score on diagnostic examination. Prereq for 561: passing score on diagnostic examination.

462/562 Wood and Steel Building Systems (4) Historical development of materials. Analyzes elements, connections, and systems of wood, steel, and concrete structures from the perspective of construction process, spatial and structural design. Prereq: ARCH 461 or 561.

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 284 or architecture minor status; prereq for 570: ARCH 680.

471/571 Building Enclosure (4) Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing. Prereq: ARCH 462/562, 470/570, 491/591.

476/576 Residential Construction (4) Provides an understanding of basic materials and methods of North American residential construction with emphasis on design and construction of the wood light frame. Prereq: ARCH 470/570, 30 credits of design studio. Offered alternate years.

480/580 Supervised Design Teaching (1-3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Prereq for 480: ARCH 384; prereq for 580: ARCH 681 or 683. **R** for maximum of 3 credits.

484/584 Architectural Design (6R) Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Prereq for 484: ARCH 384; prereq for 584: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design I,II (8,8) In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Prereq for 485: 24 credits in ARCH 484; prereq for 585: 30 credits in ARCH 584.

491/591, 492/592 Environmental Control Systems I,II (4,4) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. **491/591:** architectural and mechanical means to manipulate thermal environment. **492/592:** implications of lighting, acoustics, and water and waste for architectural design. Prereq for 491, 492: ARCH 284 or architecture minor status; prereq for 591, 592: ARCH 680 or 683.

495/595 Daylighting (3) "Daylighting"-increasing the energy efficiency of a building by maximizing the amount of daylight versus electric light-as an element in architectural design. Models and photography used to study behavior of light. Prereq: ARCH 492.

496/596 The Window (3) Window as an element of architectural design. Emphasis on historical, philosophical, artistic, literary, morphological, thermal, manufacturing, construction, cost, structural, lighting, and compositional perspectives. Prereq for 496: ARCH 384, 471, 491; prereq for 596: ARCH 491 or 591 or equivalent; 571 or equivalent; and 682 or 683.

498/598 Energy Scheming (3) Designing energy efficiency using Energy Scheming software. Achieving performance through materials selection and building form, use of the sun for heating and lighting, the wind for cooling. Prereq: ARCH 491/591.

503 Thesis (1-9R)

601 Research: [Topic] (1-6R)

602 Supervised College Teaching (1-6R)

603 Dissertation (1-9R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

608 Colloquium: [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.

617 Built Environment Design and Theory (4) Investigation of design processes, planning, and construction of buildings and communities. Conditional MArch or PhD standing required.

619 Terminal Project (1-9R)

620 Research Methods in Sustainable Design (2-6) Research methods to assess the design of buildings and communities; discussions include defining research themes, hypotheses, and developing thesis proposals. Conditional MArch or PhD standing required.

633 History of Sustainable Design (4) History and theory of sustainable design practices; the evolution of codes and standards related to building design; perspectives and implementation strategies by leading ecological practitioners. Conditional MArch or PhD standing required.

661 Teaching Technical Subjects in Architecture (1-3R) Covers techniques for effective teaching. Focuses on

one or more standard building-technology courses in architecture and interior architecture. **R** thrice for maximum of 12 credits.

678 Advanced Research in Sustainable Design (2-6) Quantitative and qualitative techniques used in validating the design practice and research covering analytic approaches, including research design, surveys, case-study research, measurement, evaluation, and data presentation. Conditional MArch or PhD standing required.

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.

695 Advanced Dissertation Proposal Development (4-6R) Directed study for the development of dissertation proposals. Approval of faculty advisor required. Prereq: PhD standing. **R** based on development of proposal for dissertation.

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Art

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Faculty

Carla Bengtson, associate professor (painting). BFA, 1980, Tyler School of Art; MFA, 1983, Yale. (1995)

Tannaz Farsi, assistant professor (sculpture). BFA, 2004, West Virginia; MFA, 2007, Ohio. (2008)

Surabhi Ghosh, assistant professor (fibers). BFA, 2002, Georgia; MFA, Cranbrook Academy of Art. (2011)

Brian Gillis, associate professor (ceramics). BA, 2000, Humboldt State; MFA, 2002, Alfred. (2008)

Ronald J. Graff, associate professor (painting). BFA, 1973, Kansas City Art Institute; MFA, 1975, Yale. (1981)

R. Craig Hickman, professor (digital arts). BS, 1971, Portland State; MFA, 1981, Washington (Seattle). (1984)

Colin Ives, associate professor (digital arts). BA, 1987, Cornell College; MA, 1992, MFA, 1994, Iowa. (2002)

Anya Kivarkis, associate professor (metalsmithing and jewelry). BFA, 1999, Illinois, Urbana-Champaign; MFA, 2004, State University of New York, New Paltz. (2004)

Sana Krusoe, associate professor (ceramics). BA, 1968, Occidental; MFA, 1987, Claremont Graduate. (1990)

Sylvan Lionni, instructor (painting, drawing). BFA, 1995, School of Visual Arts; MFA, 1998, Bard College. (2011)

Charlene Liu, associate professor (printmaking). BA, 1997, Brandeis; MFA, 2003, Columbia. (2007)

Christopher Michlig, assistant professor (foundations). BA, 1999, Oregon; MFA, 2007, Art Center College of Design. (2013)

Donald L. Morgan, assistant professor (foundations). BFA, 1993, Oregon; MFA, 2001, Art Center College of Design. (2008)

John Park, instructor (digital arts). BA, 2003, Oregon; MFA, 2006, State University of New York, Buffalo. (2007)

Dan Powell, associate professor (photography). BA, 1973, MA, 1977, Central Washington; MFA, 1980, Illinois. (1987)

Jan Reaves, instructor (drawing, painting). BA, 1970, MFA, 1983, Oregon. (2000)

Jack T. Ryan, associate professor (foundations). BFA, 1992, Oregon; MFA, 2000, Georgia. (2008)

Michael Salter, associate professor (digital arts). BFA, 1991, Miami; MFA, 1994, North Carolina, Chapel Hill. (2005)

Rick Silva, assistant professor (digital arts). BFA, 2001, MFA, 2007, Colorado, Boulder. (2013)

Ying Tan, associate professor (digital arts). BA, 1983, Teacher's University, Shandong, China; MAEd, 1987, Georgia State. (1996)

Kartz Ucci, associate professor (digital arts). BFA, 1991, MFA, 1995, York University (Toronto). (2004)

Laura Vandenburgh, associate professor (painting). BS, 1984, DVM, 1988, California, Davis; MFA, 1993, Hunter. (1998)

Kathleen E. Wagle, professor (metalsmithing, jewelry). BS, 1975, Portland State; MFA, 1981, Arizona State. (1994)

Terri Warpinski, professor (photography). BA, 1979, Wisconsin, Green Bay; MFA, 1983, Iowa. (1984)

Amanda Wojick, associate professor (sculpture). BA, 1995, Colgate; MFA, 1999, Alfred; MFA, 2000, Bard. (2001)

Courtesy

Hattie Mae Nixon, courtesy instructor. BS, 1944, Miami (Ohio); MS, 1961, Oregon. (1973)

Richard P. Taylor, courtesy associate professor. See Physics.

Emeriti

Laura J. Alpert, associate professor emerita. BA, 1968, Stanford; MFA, 1971, Oregon. (1979)

Paul E. Buckner, professor emeritus. BA, 1959, Washington (Seattle); MFA, 1961, Claremont. (1962)

Robert C. James, professor emeritus. BA, 1952, California, Los Angeles; MFA, 1955, Cranbrook Academy of Art. (1955)

George Kokis, professor emeritus. BFA, 1955, MFA, 1961, Alfred. (1973)

Kenneth R. O'Connell, professor emeritus. BS, 1966, MFA, 1972, Oregon. (1977)

Kenneth H. Paul, associate professor emeritus. BA, 1961, MA, 1965, Wyoming. (1970)

Barbara Setsu Pickett, associate professor emerita. BS, 1971, Portland State. (1975)

Margaret Prentice, associate professor emerita. BFA, 1967, Arizona, Tucson; MFA, 1980, Colorado, Boulder. (1986)

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 curriculum approaches studio visual art through a broad range of media practices-ceramics, digital arts, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. The department encourages breadth and interdisciplinary investigation, as well as depth and discipline within media, emphasizing the development of the material skills and understanding of art-making processes as well as a conceptual and critical understanding of the context of art. As actively practicing artists themselves, faculty members offer students an introduction to the compelling challenges, questions, and rewards of artistic practice.

Three bachelor's degrees are offered by the department. A four-year program leads to the bachelor of arts (BA) or bachelor of science (BS) degree with a major in art or digital arts. The professional baccalaureate degree, the bachelor of fine arts (BFA), requires an additional fifth year of studio-intensive work. Students major in art, ceramics, digital arts, fibers, metalsmithing and jewelry, painting, photography, printmaking, or sculpture. At the graduate level, the master of fine arts (MFA) is the terminal professional degree in art.

In addition, students may access art studio offerings as nonmajors, provided they complete the appropriate course prerequisites. Two courses, ART 101 Understanding Contemporary Media and ART 111 The Artist Experience, serve the larger university community as arts-and-letters group-satisfying courses.

Undergraduate Studies

The bachelor of arts or bachelor of science degree with a major in art is a liberal arts degree focusing on studio art practice. The curriculum is designed to train students to think critically, communicate clearly, and work creatively. Students develop an understanding of materials and tools, formal possibilities, technical skills, critical inquiry, and ways of seeing, as well as fluency in visual languages and the articulation of meaning. They gain an understanding of the larger context of art through courses in art history and theory, opportunities to study abroad, and lectures by visiting artists.

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 advisor in the first year. It is critical to the development of a worthwhile program that the advisor be familiar with and sympathetic to the student's direction and capabilities. The importance of program planning cannot be overemphasized.

Major in Art

The curriculum includes course work in eight media areas-painting, sculpture, printmaking, digital media, photography, ceramics, fibers, and metalsmithing and jewelry. While all art majors share the basic requirements such as the core foundations courses and art history, students have the flexibility to pursue more advanced course work in the areas of primary interest to them.

Application to the Major. Students apply directly to the Department of Art for admission as majors to the BA, BS, and fifth-year BFA 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 February 1 for fall term, October 1 for winter term, and January 2 for spring term.

BA and BS Requirements

All art majors complete a series of foundations courses called core studios, which are prerequisite to 200-level studio courses. This three-course structure includes an intensive studio investigation of techniques, methods, and concepts common to all areas of studio practice, emphasizing processes of experimentation, a range of technology, and translations between two-dimensional, three-dimensional, and time-based media. The core sequence includes ART 115 Surface, Space, and Time; ART 116 Core Interdisciplinary Laboratory; and ART 233 Drawing I. Students must pass the core studios with a P or C- or better.

General Departmental Requirements for BA or BS degree	**68 credits**
One from Understanding Contemporary Media (ART 101) or The Artist Experience (ART 111)	4
Surface, Space, and Time (ART 115)	4
Core Interdisciplinary Laboratory (ART 116)	4
Drawing I (ART 233)	4
One from Print Media Digital Arts (ARTD 250), Time-Based Digital Arts (ARTD 251), or Interactive Digital Arts (ARTD 252)	4
Drawing II (ART 333)	4
One course at the 200-level or higher in two different curricular media areas within the department	8
Three art history (ARH) courses	12
Upper-division art studio credits	24

At least 24 credits of studio work must be completed in residence; 12 of these credits must be upper division.

BFA Requirements

The bachelor of fine arts degree (BFA) is a professional baccalaureate degree requiring an additional fifth year of studio-intensive, independent work. Students apply for admission for the BFA in a particular media area in the last term of their fourth year of study. Students who are working across more than one media area may earn their degree in art, with sponsorship from faculty members in more than one media area. The application process is competitive and includes a portfolio review. Students who have completed a comparable four-year degree in art at another institution may be admitted to the BFA program. Such candidates must satisfy the university's 45-credit residence requirement.

Students must complete the five-year program with a total of 108 credits in art (a total of 220 university credits), including satisfaction of the requirements listed above and general-university requirements for the BA or BS degree.

Course Work	**40 credits**
Three art history courses	12
Terminal Creative Project BFA (one from ARTC, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS 409)	6
BFA Critique (ART 412)	3
One term of Issues and Practices (chosen from ARTC, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS 490)	4
Upper-division studio credits selected from advanced methodologies courses and independent studies	15

Major in Digital Arts
The bachelor of arts or bachelor of science degree with a major in digital arts is a liberal arts degree focusing on digital media in studio art practice. The curriculum broadly encompasses print media, time-based media, and interactivity, grounded in the history and practice of visual art and communication. Through studios, laboratories, and art history and theory courses, students gain an understanding of technical skills, visual design, theory, and the articulation of meaning. The program emphasizes creative thinking, visual communication, experimentation, and innovation.

Digital arts majors share with other art majors a foundation in core studios and art history. This connection to the history and practice of visual communication is a strength of the program.

Computers in the Curriculum. A digital tools application is at the core of the digital arts program. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is limited. Students are required to purchase or have unlimited access to a personal computer. Refer to the A&AA computing services website for equipment purchase, aaa.uoregon.edu/computing.

Application to the Major. Students should prepare themselves for study in the broad and inclusive field of digital arts by developing a wide range of interests and skills that might include fine arts, music, computer science, writing, literature, games, popular culture, theater, journalism, and media theory and criticism. Foundation courses-ARTD 250, 251, 252-provide opportunities to develop general skills and portfolio materials for application to the major.

The major in digital arts is an intensive, limited-enrollment program. Acceptance is competitive and based on documented evidence of potential to excel in the field. Admission screening takes place twice a year and requires review of a portfolio of visual materials submitted by each applicant. These portfolios should display promise and creativity, but need not demonstrate extensive experience. Applications that don't include visual materials are not reviewed.

Students apply directly to the digital arts program for admission as majors. The postmark deadline for applications is February 1 for fall term admission and October 31 for spring term admission. Write or call the Department of Art or visit the department website for the application form and instructions.

BA and BS Requirements

Complete a four-year program and a minimum of 180 credits, including satisfaction of general-university requirements for a BA or BS degree.

Course Work	**72 credits**
Surface, Space, and Time (ART 115)	4
Core Interdisciplinary Laboratory (ART 116)	4
Drawing I (ART 233)	4
Print Media Digital Arts (ARTD 250)	4
Time-Based Digital Arts (ARTD 251)	4
Interactive Digital Arts (ARTD 252)	4
Three art history courses; History of Design (ARH 358) is recommended	12
Upper-division art studio courses; at least 24 of these credits must be in digital arts (ARTD) studio courses	36

A maximum of 6 credits in Internship (ARTD 404) and a maximum of 12 credits in Special Problems (ARTD 406) may be counted toward the 36 upper-division credits.

Transfer students who are working toward a BA or BS in digital arts must complete 24 credits of studio work in residence; 12 of these credits must be upper division.

Recommended Electives. The following courses are strongly recommended to satisfy science group requirements: Web Programming (CIS 111), Physics of Sound and Music (PHYS 152), Physics of Light and Color (PHYS 153).

Additional Electives to Enhance Your Program. Understanding Contemporary Media (ART 101); Information Gathering (J 202); Writing for the Media (J 203); Creative Black-and-White Photography (ARTO 251); Media Aesthetics (ENG 260); History of the Motion Picture (ENG 265, 266); Writing for Multimedia (J 333); Digital Audio and Sound Design (MUS 447); and courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, and sculpture.

BFA Requirements

The bachelor of fine arts (BFA) degree with a major in digital arts is a professional baccalaureate degree requiring an additional fifth year of studio-intensive, independent work. Students enrolled in the digital arts BFA are in residence at the University of Oregon in Portland as they develop the body of work for their BFA terminal project.

Students apply to the fifth-year BFA program in their senior year as they are completing requirements for the BA or BS The application process is competitive and includes a portfolio review. Students who have completed a comparable four-year degree in art at another institution may be admitted to the BFA program. Such candidates must satisfy the university's 45-credit residence requirement.

Students must complete the five-year program with a total of 118 credits in digital art (a total of 220 university credits), including satisfaction of the requirements listed above and general-university requirements for the BA or BS degree.

In addition to the requirements listed above, students must complete the following:

Course Work	**46 credits**
Three art history (ARH) or theory courses	12
Terminal Creative Project BFA (ARTD 409)	4
Three terms of Issues and Practices in Digital Arts (ARTD 490)	15
Additional upper-division digital arts (ARTD) credits (chosen from studios, independent studies, or internship)	15

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 core studios requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental advisor may be assigned to help the student develop an individualized program.

Core	**20 credits**
Two art history (ARH) courses	8
Surface, Space, and Time (ART 115)	4
Core Interdisciplinary Laboratory (ART 116)	4
Drawing I (ART 233)	4

Studio **20 credits**

Studio courses of one's choice; 12 credits must be upper division, and 12 credits must be taken in residence.

Minor in Multimedia

The minor requires 28 credits. Courses must be taken for letter grades and passed with a C- or better. No transfer work can be applied to the minor. The three core courses must be completed before registering for other courses required for the minor.

Core	**12 credits**
Print Media Digital Arts (ARTD 250)	4
Time-Based Digital Arts (ARTD 251)	4

Interactive Digital Arts (ARTD 252)	4
Studio	**16 credits**
Web Programming (CIS 111)	4
Digital Imaging (ARTD 360)	4
Writing for Multimedia (J 333)	4
Digital Audio and Sound Design (MUS 447)	4

Graduate Studies

The department offers the master of fine arts degree in art with concentrations in ceramics, digital arts, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture.
The graduate program seeks to prepare students for serious artistic practice. The objectives for students are not only to arrive at an accomplished body of work, but also to develop the practices and critical-thinking skills necessary to develop and sustain the work beyond school.

The program focuses on individual studio practice, the cultivation of a visual language, material process, and conceptual approach relevant to each student's intentions and sensibility. Students are challenged to devise strategies of experimentation and research and to cultivate an ability to articulate ideas and critical responses to work. As part of a larger community, students are expected to have a significant understanding of the historical frameworks and the contemporary discourse of art.

The MFA curriculum is designed to provide both interdisciplinary discourse and disciplinary depth. MFA students have much of their course work in common through classes such as ART 612 Graduate Critique, theory and history seminars, and special topics courses. Graduate review and thesis committees are made up of faculty members across the range of media concentrations. Through media-centered Issues and Practices seminars and independent studies, students also have opportunities to concentrate on particular areas of specialization. Specialized facilities and equipment are available in the eight media areas that compose the department-digital arts, sculpture, photography, ceramics, jewelry and metalsmithing, painting, printmaking, and fibers.

Nine 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.

Minimum Requirements	**90 credits**
Graduate Critique (ART 612), five courses	15
Two graduate-level art history (ARH) courses; one must be contemporary history	8
One art theory and criticism seminar	4
One writing course	3
Issues and Practices (chosen from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS 590), one course each year	9
Terminal Creative Project MFA (chosen from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS 609)	18
Graduate studio, six courses in first two years	24
Additional art credits	9

A minimum of 24 credits must be graded with a grade of mid-B or better.

1. Participation in at least two graduate reviews-one prior to reclassification to graduate master's candidacy and a second prior to the MFA exhibition
2. Public exhibition of the MFA thesis and final review with the terminal project committee
3. Terminal creative project report

Formal Procedures

Application and Admission. Students applying to the master of fine arts program in the Department of Art are asked to list areas of concentration. You may list one or multiple media areas. At different stages of the admissions process, applications are reviewed by the full faculty and by faculty members specific to your areas of concentration.

Because the principal requirement is that of residence, which may not be waived, graduate transfer credits are not accepted.
Applicants must have a bachelor's degree and are expected to possess a high level of proficiency in their chosen media and a strong commitment to their work and artistic intentions. In their application, candidates should demonstrate an understanding of creative practice in the context of historical and conceptual frameworks. See the department website for specific application requirements and process.

Conditional Status. Applicants accepted by the Graduate School are given conditional admission to study for the MFA degree. Until or unless an entering student requests a specific graduate advisor, one faculty member designated by the department serves as the advisor to conditionally admitted students.

Conditional status of a candidate can be reviewed for reclassification to graduate master's after completion of at least two of the required core courses, one graduate review, at least 30 credits of course work toward the MFA degree, and course work to remedy any background deficiencies. Faculty members from the department conduct a review of the student's academic program in spring term. Following this review, the student's advisor relays a progress report to the student and determines if the student is eligible to change classification to graduate master status.

Terminal Project and Advisor. After reclassification, the student selects a terminal project advisor from the faculty. With this advisor, 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 MFA degree is officially granted after the candidate has fulfilled all requirements, including submission to the department of a project report in a form appropriate to the nature of the project and suitable for binding for use in the Architecture and Allied Arts Library.

Art Courses

Topics and credits for generic courses numbered 199, 401, 404-410, 507, 508, 510, 601, 602, 604-609 are typically arranged with the instructor. Registration requires the instructor's consent.
Topics vary according to the interests of faculty members and students. Courses include, but are not limited to, studio-related exploration. Students are encouraged to discuss these possibilities with their advisors.

General Departmental Art Courses (ART)

101 Understanding Contemporary Media (4) Critical exploration of concepts surrounding and defining the experience of understanding contemporary art. Students are guided by instructors through issues relating to their work and disciplines.

111 The Artist Experience (4) Critical exploration of concepts surrounding and defining contemporary art through the examination of the individual studio practice of members of the art faculty.

115 Surface, Space, and Time (4) Introduces interdisciplinary media processes, critical theory, formal communication design, color theory, skills in objective evaluation and critique, and how materials, processes, and context establish meaning.

116 Core Interdisciplinary Laboratory (4) Rigorous studio projects in the core studio sequence stressing interdisciplinary media transitions and the interrelatedness of conceptual and formal concerns. Prereq: ART 115.

198 Technical Workshop: [Topic] (1-3R) Possible topics include Beginning Woodworking, Book Arts, Professional Practices. **R** when change of topic for maximum of 15 credits.

199 Special Studies: [Topic] (1-5R)

233 Drawing I (4R) Introduction to basic drawing concepts and practice.

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

333 Drawing II (4) Emphasizes synthesis of ideas and approaches, complex subjects, investigation, and expression while building on previous drawing skills. Sequence with ART 233. Prereq: ART 115, 116, 233.

381 Letterpress (4R) Experiments with lead and wooden type as related to graphic composition and communication. Prereq: ART 115, 116, 233. **R** ten times for a maximum of 44 credits.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)
406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

412 BFA Critique (3R) Interdisciplinary critique and discussion course for BFA students. BFA standing required. **R** with change of subject.

483/583 Installation (4R) Covers the practice of critical approaches to art installation. Creation of an individual installation; participation in a final group-installation exhibit. **R** thrice for maximum of 16 credits.

601 Research: [Topic] (1-12R)

602 Supervised College Teaching (1-5R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R)

608 Colloquium: [Topic] (1-8R)

609 Terminal Creative Project MFA (1-12R)

612 Graduate Critique (3R) Interdisciplinary critique and discussion course for MFA students. **R** five times for a maximum of 18 credits.

614 Graduate Studio (4R) Students engage in a rigorous studio practice through independent production, experimentation, and research. Faculty mentors instruct in rotation. **R** every term before final year of program.

Ceramics Courses (ARTC)

199 Special Studies: [Topic] (1-5R)

254 Mold-Making and Casting (4R) Focuses primarily on the development of skills necessary to make models, molds, and castings for ceramic industry and art practice. Prereq: ART 115, 116, 233.

255 Ceramics: [Topic] (4R) Specific skills focus each term. Subjects include processes related to design development, forming and fabrication, firing methods, glazing. Prereq: ART 115, 116, 233. **R** thrice for maximum of 16 credits.

355 Intermediate Ceramics: [Topic] (4-5R) Advanced processes and concepts. Areas of technical focus include slip casting, glaze and decorator surface embellishment, architectural ceramic, low fire, and raku. Prereq: ARTC 255.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-3R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

468 Glaze-Fire I (6R) Comprehensive instruction in firing theory and practice and elementary glaze chemistry. Students fire kilns and mix glazes in a studio component. **R** once for a maximum of 12 credits.

469 Glaze-Fire II (6R) Discussion groups further examine the practices of firing and glaze formulation. Studio component involves increased firing and systematic, scientific glaze experimentation. Prereq: ARTC 468. **R** once for a maximum of 12 credits.

490/590 Issues and Practices in Ceramics (3-5R) Intensive critique, discussion, readings, and presentations. BFA or MFA standing required.

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 MFA (1-12R)

Digital Arts Courses (ARTD)

198 Technical Workshop: [Topic] (1-3R) Possible topics include DreamWeaver, InDesign, PhotoShop. **R** when change of topic for maximum of 15 credits.

199 Special Studies: [Topic] (1-5R)

250 Print Media Digital Arts (4R) Examines application of print media in contemporary visual culture; explores its use in a fine art context. Introduces digital drawing, digital photo editing, and typographic layout to visually communicate expressive concepts. Laboratories, lectures.

251 Time-Based Digital Arts (4R) Explores the notion of time as a medium in relation to contemporary art through which concepts of sequence, narration, scoring, and motion are expressed. Laboratories, lectures.

252 Interactive Digital Arts (4R) Introduces resources that the computer offers the artist. Concentrates on animation, interaction, and the web as expressive mediums. Laboratories, lectures.

256 Introduction to Production (4) Traditional camera, sound, and lighting techniques in production; nonlinear editing; and key theoretical, historical, and aesthetic approaches to video art. Prereq: J 201, ENG 260; two from ENG 265, 266, 267.

350 Digital Drawing (4R) Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment. Prereq: ART 115, 116, 233, ARTD 250.

360 Digital Imaging (4R) Intermediate-level focus on the proper preparation and presentation of digital images for use in print and on screen. Covers color theory. Prereq: ARTD ART 115, 116, 233, ARTD 250. **R** once for maximum of 8 credits.

361 Introduction to Animation (4) Introduction to principles of animation, timing, sequence; key frames, in-betweens, and metamorphosis. Uses various methods to record and edit animation tests. Prereq: ART 115, 116, 233, ARTD 250.

362 Digital Letterform (4R) Concepts in the history, use, and appreciation of digital typography. Considers issues in communicative power of type and situations where it functions as message. Prereq: ART 115, 116, 233, ARTD 250, 251, 252, 360. **R** once for a maximum of 8 credits.

378 Multimedia Design I (5R) Introduces multimedia design and authoring; use of motion, duration, and time-based interaction as a means of artistic expression. Students build navigational structures and explore stochastic principles in developing an individual approach to interactivity. Sequence with ARTD 478/578. Prereq: ART 115, 116, 233, ARTD 252.

379 Introduction to Video Art (4R) Intermediate video-audio production and nonlinear editing, including camera, sound, and lighting techniques. Key theoretical, historical, and aesthetic approaches to time-based art in video and sound are surveyed. Prereq: ART 115, 116, 233, ARTD 251. **R**twice for a maximum of 12 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 BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

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, 379.

413/513 Emerging Technologies (5) Explores use of emerging technologies in art. Create works using emerging technologies and techniques and explore contemporary artworks, philosophies, and cultural trends. Prereq: ARTD 378 or 416.

415/515 Video Art: Experimental Film (4) Video and sound art practices, from conceptual deconstructions of the film-video apparatus to self-reflexive socio-political and/or cultural critique, are examined through short format and video installation. **R** once for a maximum of 8 credits.

416/516 Programming for Artists (4R) Introduces students to the basics of computer programming within an art context. Topics include interaction design, web development, and physical computing programming. Prereq: ART 115, 116, 233; ARTD 250, 251, 252.

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 350, 362. **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 350 or 361. **R** once for maximum of 10 credits.

472/572 3-D Computer Animation (5R) Introduces 3-D computer animation arts. Includes time and space in the digital 3-D environment, animation concepts and techniques in 3-D space, production techniques for various multimedia applications. Prereq: ARTD 471/571. **R** thrice for maximum of 20 credits.

490 Issues and Practices in Digital Arts (1-5R) Intensive critique, discussion, readings, and presentations. BFA or MFA standing required.

494/594 Advanced Design I (5) Theory, problems, and projects in language, meaning and communication, identity and signification, conceptual invention and creativity, critical analysis. Lectures, projects, critique. Prereq: ARTD 463/563.

601 Research: [Topic] (1-12R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R)

608 Colloquium: [Topic] (1-8R)

609 Terminal Creative Project MFA (1-12R)

Fibers Courses (ARTF)

199 Special Studies: [Topic] (1-5R)

270 Introduction to Fibers (4) Skills and conceptual concerns of fibers, pertaining to structural textile forms and embellished or manipulated surfaces. Introduces historical and contemporary work through slides and lectures. Prereq: ART 116, 233.

368 Textile Printing (4R) Introduction to screen-printing process for fabric and alternative substrates. Textile history, the relevance of printing, and related ideas of decoration, repetition, and appropriation are explored. Prereq: ARTF 270. **R** five times for a maximum of 24 credits.

369 Woven Structures (4R) Introduction to floor-loom hand weaving. Traditional and experimental use of materials, techniques, and structures are used to understand weaving as a cross-disciplinary practice. Prereq: ARTF 270. **R** five times for a maximum of 24 credits.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-3R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

456/556 Advanced Fibers: [Topic] (3-5R) Develops individual studio practice through exploration of contemporary issues in textile-based processes and expansion of the rhetoric of craft. Prereq: one from ARTF 267, 268, 269, 270; ARTF 368 or 369.

490/590 Issues and Practices in Fibers (3-5R) Intensive critique, discussion, readings, and presentations. BFA or MFA standing required.

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 MFA (1-12R)

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies: [Topic] (1-5R)

257 Introduction to Jewelry and Metalsmithing (4R) Explores developing and constructing jewelry and objects rooted in material culture. Introduces historical and contemporary work through image presentations, lectures, and independent research. Prereq: ART 115, 116, 233. R with change of course content.

357 Metalsmithing and Jewelry: [Topic] (3-5R) Further exploration of techniques related to conceptual problems. Content varies by term with a focus on individual processes: hollowware, forging, connections, casting, aluminum anodizing, enameling, stone setting. Prereq: ARTM 257.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-3R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

457/557 Metalsmithing and Jewelry: [Topic] (3-5R) Emphasis on creative work. Advanced investigation of techniques and process. Content varies by term related to process focus. Includes hollow-ware, forging, connections, casting, aluminum anodizing, enameling, stone setting. Prereq: ARTM 357.

459/559 Advanced Metalsmithing and Jewelry (3-5R) Emphasis on individual creative development. Various conceptual problems. Prereq: ARTM 357.

490/590 Issues and Practices in Metals (3-5R) Intensive critique, discussion, readings, and presentations. BFA or MFA standing required.

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 MFA (1-12R)

Photography Courses (ARTO)

199 Special Studies: [Topic] (1-5R)

251 Creative Black-and-White Photography (4R) Basic photographic processes and skills, including camera use, film development, printing, and presentation. Exploration of fine art directions within photography. Manual analog 35mm camera required. Prereq: ART 115, 116, 233. **R** once for maximum of 8 credits.

351 Constructed Image Photography (4R) Explores processes and concepts extending beyond the single photographic image. Narrative and formal strategies in manipulation and sequencing, exploring the materiality of the photograph. Studio course. Prereq: ARTO 251. **R** once for maximum of 8 credits.

352 Creative Large-Format Photography (4R) Introduces large-format cameras and their aesthetic possibilities. Four-by-five and eight-by-ten view cameras provided. Includes camera use, film and development, printing skills. Prereq: ARTO 251. **R** once for maximum of 8 credits.

354 Digital Photography I (4R) Addresses basic concepts and practices of color photography using a digital workflow, covering fundamentals from image capture to conceptual approaches to image-making. Prereq: ARTO 251. **R** once for maximum of 8 credits.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

450/550 Digital Photography II (4R) Addresses advanced methods in a digital workflow and the role of photography in contemporary art practice through various constructed, aesthetic, and conceptual approaches. Prereq: ARTO 354. **R** once for maximum of 8 credits.

455/555 Conceptual Strategies in Photography (4R) Studies the 1960s conceptual art movement and its influence on contemporary photography practice: open-ended projects respond to various conceptual frameworks. Prereq: ARTO 354. **R** once for maximum of 8 credits.

476/576 Alternative Photographic Processes (4R) Combines painterly concerns with printmaking ideas and photographic principles in a mixed-media approach to contemporary image-making through historic and antiquated processes. Studio course. Prereq: ARTO 351 or 352. **R** once for maximum of 8 credits.

484/584 Advanced Photography: [Topic] (4R) Investigates photographic practice and philosophy through readings and discussion; students engage in personal studio practice and class critiques. Prereq: ARTO 251 or 352. **R** once for maximum of 8 credits.

490/590 Issues and Practices in Photography (3-5R) Intensive critique, discussion, readings, and presentations. BFA or MFA standing required.

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 MFA (1-12R)

610 Experimental Course: [Topic] (1-6R)

Painting Courses (ARTP)

199 Special Studies: [Topic] (1-5R)

281 Introductory Painting I (4R) Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure. Sequence with ARTP 381. Prereq: ART 115, 116, 233.

381 Introductory Painting II (4) Integrates concepts and approaches introduced in ARTP 281 to develop more individual and complex strategies of form and meaning. Sequence with ARTP 281. Prereq: ARTP 281.

390 Intermediate and Advanced Painting (4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: ARTP 381. **R** twice for a total of 12 credits.

391 Intermediate and Advanced Drawing (4R) Continued study in observation related to visual and spatial phenomena. Prereq: two terms of ART 233 or 333. **R** twice for a total 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] (1-3R)

408/508 Workshop: [Topic] (1-6R)
409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

481 Advanced Painting Practice (4R) Pursuit of individual creative practice and forming the critical intelligence necessary to develop as an artist. Sequence with ARTP 281, 381, 390. Prereq: two terms ARTP 390.

490/590 Issues and Practices in Painting (3-5R) Intensive critique, discussion, readings, and presentations for BFA and MFA students. BFA or MFA standing required.

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 MFA (1-12R)

Printmaking Courses (ARTR)

199 Special Studies: [Topic] (1-5R)

245 Introduction to Printmaking (4) Introduction to printmaking methodologies. Explores the unique print, multiples, and variable edition; techniques may include monotype, linocut, collagraph, etching, and screen print. Prereq: ART 115, 116, 233.

346 Relief (4) Creative exploration of graphic and conceptual possibilities through woodcut and related relief printing methods; techniques include block cutting, registration, single and multicolor printing. Prereq: ARTR 245.

347 Intaglio (4) Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development.
Prereq: ARTR 245.

348 Screen Printing (4R) Creative exploration of graphic and conceptual possibilities through screen printing; techniques include registration, color, edition printing, and stencil-making using hand-drawn, photographic, and digital methods. Prereq: ARTR 245.

349 Lithography (4R) Creative exploration of pictorial and conceptual possibilities through stone and plate lithography; techniques include transfer, image making, registration, and color work. Prereq: ARTR 245.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-3R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

446/546 Intermediate and Advanced Printmaking (4R) Further exploration of printmaking techniques and concepts with an emphasis on creating a body of work; includes research, discussion, readings, and critiques. Prereq: two terms from ARTR 245, 346, 347, 348, 349.

490/590 Issues and Practices in Printmaking (3-5R) Intensive critique, discussion, readings, and presentations. BFA or MFA standing required.

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 MFA (1-12R)

Sculpture Courses (ARTS)

199 Special Studies: [Topic] (1-5R)

288 Sculpture I: Mixed Media (3-5R) Investigation of 3-D forms in space using a range of processes. Prereq: ART 115, 116, 233.

393 Sculpture II: [Topic] (3-5R) Integration of concepts and materials in sculpture. Investigation of individual methodology. Topics vary by term: wood, mold making, casting. Reading, presentation on issues and artists. Prereq: ARTS 288. **R** when topic changes.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-3R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project BFA (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

490/590 Issues and Practices in Sculpture (3-5R) Intensive critique, discussion, readings, and presentations. BFA or MFA standing required.

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 MFA (1-12R)

.

History of Art and Architecture

Charles H. Lachman, Department Head
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Faculty

Nicola Camerlenghi, assistant professor (medieval and Renaissance architecture). BA, 1998, Yale; SMArchS, 2000, Massachusetts Institute of Technology; PhD, 2007, Princeton. (2010)

Joyce Cheng, assistant professor (modern art). BA, 2001, Northwestern; MA, 2003, PhD, 2009, Chicago. (2009)

James Harper, associate professor (Renaissance and baroque art). BA, 1987, Trinity; PhD, 1998, Pennsylvania. (2000)

Jeffrey M. Hurwit, Philip H. Knight Professor of Architecture and Allied Arts (ancient art, Greek and Roman archaeology). AB, MA, 1971, Brown; MPhil, 1972, PhD, 1975, Yale. (1980)

Charles H. Lachman, associate professor (Asian art). AB, 1971, Temple; MA, 1974, McMaster; PhD, 1985, Toronto. (1992)

Jenny Lin, assistant professor (contemporary Asian art). BA, 2003, MA, 2007, Brown; PhD, 2012, California, Los Angeles. (2012)

Kate Mondloch, associate professor (contemporary art). BA, 1994, Georgetown; MA, 2000, PhD, 2005, California, Los Angeles. (2005)

Albert Narath, assistant professor (modern architecture). BA, 2000, Bowdoin College; MA, 2002, Architectural Association School of Architecture; PhD, 2011, Columbia. (2012)

Andrew Schulz, associate professor (19th-century art). BA, 1986, Dartmouth; MA, 1990, MPhil, 1992, PhD, 1996, Columbia. (2005)

Richard A. Sundt, associate professor (history of ancient and medieval architecture). BA, 1967, Indiana; MA, 1973, PhD, 1981, Wisconsin, Madison. (1982)

Akiko Walley, assistant professor (Japanese art). BA, 1998, MA, 2001, Aoyama Gakuin; AM, 2004, PhD, 2009, Harvard. (2009)

Emeriti

Esther Jacobson-Tepfer, professor emerita. BA, 1962, MA, 1964, PhD, 1970, Chicago. (1966)

Ellen Johnston Laing, professor emerita. BA, 1954, Missouri; MA, 1956, Wisconsin, Madison; PhD, 1967, Michigan. (1979)

A. Dean McKenzie, professor emeritus. BA, 1952, San Jose State; MA, 1955, California, Berkeley; PhD, 1965, New York University. (1966)

Andrew Morrogh, associate professor emeritus. BA, 1966, Jesus College, Oxford; MA, 1973, PhD, 1983, Courtauld Institute, University of London. (1993)

Leland M. Roth, professor emeritus. BArch, 1966, Illinois; MPhil, 1970, PhD, 1973, Yale. (1978)

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

Participating

Erin Cunningham, architecture

Jill Hartz, Jordan Schnitzer Museum of Art

Kenneth I. Helphand, landscape architecture

Ocean Howell, honors college

About the Department

The Department of the History of Art and Architecture 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 (BA) 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 advisors. Majors should meet with their advisors every term to discuss progress toward the degree; they must consult with their advisors 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 BA language requirement. Substitution of another may be appropriate to a field of interest. Students should consider plans for advanced study and consult their advisors 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 BA degree requirement	27

Upper-division electives in related areas (e.g., history, philosophy, literature, or advanced language)	8
Lower-division art history surveys	16

Majors specializing in Western art history take the introductory sequence History of Western Art I,II,III (ARH 204, 205, 206) and at least one course from the introductory sequence in Asian art (ARH 207, 208, 209). Majors specializing in Asian art history take History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), and one course from the introductory sequence in Western art (ARH 204, 205, 206).

Advanced Requirements	**40 credits**
Critical Approaches to Art-Historical Study (ARH 300)	4
Upper division courses and electives	36

Of the nine upper-division courses, five must be taken at the 400 level, and according to the formula listed below under the concentrations and electives sections. Courses fall into six areas: (1) ancient (Aegean, Greek, Roman); (2) medieval (early Christian, Byzantine, early medieval, Romanesque, Gothic); (3) Renaissance and baroque; (4) modern (18th century through contemporary); (5) Asian (Chinese, Japanese, Korean, Indian); (6) other traditions (nomadic, rock art, Silk Route, Native American, Pacific islands, Judaic, Islamic). History of Prints (ARH 349) may fulfill areas 3 or 4, depending on the period offered in a given term.

Concentrations. Six upper-division courses, two in each of three of the areas listed above

Electives. Three upper-division courses in any of the areas listed above

Honors Program

In the senior year, an art history major may apply to the chair of the undergraduate committee for the department's honors program if he or she has

1. Completed at least 40 credits in art history courses with a 3.75 GPA
2. Completed ARH 300 with a grade of A- or better
3. Completed the last term of the second year of the second-language requirement with a grade of A- or better

The applicant must have an art history faculty member agree to supervise research on a topic related to the faculty member's interest and to serve as director of the student's honors essay.

The applicant who satisfies all of the above requirements and presents the undergraduate committee chair with a faculty member's written agreement to serve as honors advisor 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 advisor 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 advisor 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 advisor 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 the History of Art and Architecture offers programs leading to the master of arts (MA) and the doctor of philosophy (PhD) 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 MA degree, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a PhD degree.
Applications to the graduate program are considered once a year in January. For 2012-13, applications and supporting documents, including Graduate Record Examinations scores, must be received by January 15, 2012.

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 MA degree must complete 57 credits and satisfy the general requirements of the Graduate School for residence.

Entering graduate students must complete Graduate Studies in Art History (ARH 611) 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 advisors 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 MA 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 satisfactory passing score (above the 50th percentile) on the standardized Graduate School Foreign Language Test (GSFLT) or equivalent.

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 East Asian art history (Chinese or Japanese) should complete the third year in the appropriate language or demonstrate the ability to work at that level or above. In addition, students are strongly encouraged to take at least one year of classical Chinese or Japanese. Students who plan to enter a PhD program in East Asian art history are also urged to begin the study of the second language (Chinese or Japanese).
Students whose areas of study require languages other than French, German, Chinese, or Japanese should consult their advisors about appropriate language training.

Doctor of Philosophy Requirements

Students are not usually admitted to the PhD 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-MA credits, selected with the advice and consent of the student's advisor.

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 advisors 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 PhD 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 MA. More information is available from the Department of the History of Art and Architecture.

Art History Courses (ARH)

101 Global Masterpieces: Monuments in Context (4) Introduction to art and architectural history through examination of thirteen key sites from around the world. Themes include religion, politics, domesticity, and modernity.
199 Special Studies: [Topic] (1-5R)

204, 205, 206 History of Western Art I,II,III (4,4,4) Historical survey of visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the cultures producing them. **204:** ancient. **205:** early Christian to baroque. **206:** Romanticism to modern. Cheng, Harper, Hurwit, Mondloch, Schulz.

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.

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. Lachman.

209 History of Japanese Art (4) Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Walley.

210 Contemporary Asian Art and Architecture (4) Broad survey of modern and contemporary Asian art, architecture, and film. Sequence with ARH 207, 208, 209.

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. Junior standing required. Department majors only.

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. Camerlenghi, Narath.

320 (M) History of Jewish Art (4) Survey of Jewish art from antiquity to the present; concentrates on synagogues, ceremonial art, manuscripts, and modern artists and cities. Multilisted with JDST 320M.

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.

326 The Acropolis of Athens (4) The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works from the Age of Pericles. Selected literary texts read in translation. Hurwit.
331 Cultures of the Medieval West (4) Explores distinct cultural moments during the Middle Ages (c. 650-1200), drawing on its multicultural character-analyzing its art and its historical, social, religious, racial, and class systems.

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.

343 Northern Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Durer, Holbein, and other leading artists.

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.

349 History of Prints (4) Western printmaking, from the 15th century to the present, focused on major artists (Durer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers.

351 19th-Century Art (4) Introduction to artistic movements in Europe from 1780 to the 1880s including neoclassicism, romanticism, realism, and impressionism. Schulz.

353 Modern Art, 1880-1950 (4) Modern art from postimpressionism to abstract expressionism in relation to intellectual and historical developments. Series with ARH 354. Cheng.

354 Art since 1945 (4) Modern and postmodern art from abstract expressionism to the present in relation to intellectual and historical developments. Series with ARH 353. Mondloch.

358 History of Design (4) Design from the late-18th century to the present-considered in relation to social, political, and technological developments.

359 History of Photography (4) Photography from the early 19th-century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.

381 Nomadic Art of Eurasia (4) Art of the Scytho-Siberian nomads and its relation to the art of Greece, the ancient Near East, and China, 7th to 2nd centuries B.C. Jacobson-Tepfer.

384, 386 Chinese Art I,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.

395 Japanese Art II (4) Major Japanese arts, Jomon through Edo periods. Includes sculpture, ceramics, painting, architecture, gardens, and calligraphy, from the 10th to 16th centuries. ARH 209 recommended preparation. Walley.

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. Walley.

399 Special Studies: [Topic] (1-5R) Offerings vary and reflect the interests of faculty members.

401 Research: [Topic] (1-5R)

403 Thesis (1-6R) Prereq: ARH 401. Open only to department majors.

404 Internship: [Topic] (1-5R)

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.

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.

430/530 Early Christian Art (4) Early Christian art from the 3rd century to Iconoclasm. Prereq: ARH 205.

438/538 Gothic Architecture I (4) Architecture in Western Europe ca. 1130 to 1500, with emphasis on northern France. Prereq: ARH 205 or 314. Camerlenghi, 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. **R** once when topic changes for maximum of 8 credits. Harper.

448/548 Renaissance Architecture (4) Examines significant developments in architecture in Italy and the rest of Europe, 1400-1585. Prereq: ARH 206 or 315. Camerlenghi.

452/552 19th-Century Problems: [Topic] (4R) Changing topics in the areas of realism through impressionism. Major artistic movements in Europe, 1848-80. Prereq: ARH 351. **R** once when topic changes for maximum of 8 credits. Schulz.

453/553 20th-Century Problems: [Topic] (4R) Changing topics in European art, 1880-1940. ARH 353 or 354 recommended preparation. **R** once when topic changes for maximum of 8 credits. Cheng.

454/554 Modern German Art (4) Changing topics in German modernism from the founding of the secession to national socialism. ARH 353 recommended preparation.

455/555 Contemporary Art (4) Changing topics in art and critical theory in Europe and the United States from 1940 to the present. ARH 354 recommended preparation. Mondloch.

460/560 18th-Century Architecture (4) Development of modern architecture including the rise of archaeology, the impact of new technologies, and the appearance of the professional architect. Prereq: ARH 206 or 315. Roth.

463/563 Native American Architecture (4) Examination of building traditions among native peoples of North America. Explores cosmological symbolism, building techniques, materials, settlements, and influences of culture and climate. Roth.

464/564, 465/565, 466/566 American Architecture I,II,III (4,4,4) Major developments in American architecture. **464/564:** 1600-1800; includes vernacular traditions, late-baroque transplantations, and the effort to create national symbols. **465/565:** 1800-1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. **466/566:** 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315. Roth.

467/567 Chicago Architecture (4) The development of architecture in this especially American city, focusing on the invention of the skyscraper and the suburban family home. Prereq: ARH 315 or 465 or 466. Roth.

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.

477/577, 478/578 History of Landscape Architecture I,II (4,4) History of landscape architecture focusing on the garden and public open spaces. **477/577:** development of the garden from its origins until the 17th century. **478/578:** landscape design of the 18th and 19th centuries, emphasizing the design of public open spaces and the Anglo-American tradition, American and 20th-century landscape architecture. Helphand.

488/588 Japanese Prints (4) The woodblock print in Japan as part of the cultural, social, and political conditions. Prereq: ARH 209. Walley.

503 Thesis (1-9R)

601 Research: [Topic] (1-5R)

603 Dissertation (1-9R)

604 Internship: [Topic] (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. Department majors only. Mondloch, Schulz.

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Arts and Administration

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Faculty

Catherine Ballard, assistant professor (art education). BA, 1976, Hawaii, Manoa; MA, 1982, Pepperdine; PhD, 1990, Oregon. (2002)

Doug Blandy, professor (art and community service, art and special populations); associate dean, academic affairs. BS, 1974, Ohio; MA, 1979, PhD, 1983, Ohio State. (1987)

Patricia M. Dewey, associate professor (performing arts, cultural policy). BM, 1990, Indiana; MA, 1997, Webster; MAS, 1998, International Center for Culture and Management; PhD, 2004, Ohio State. (2003)

John Fenn, assistant professor (media management, folklore, ethnomusicology). BA, 1992, California, San Diego; MA, 1998, PhD, 2004, Indiana, Bloomington. (2005)

Greg Gurley, instructor (theater). BA, 1979, LaGrange; MA, 1984, West Georgia; MA, 1997, Washington State; PhD, 2006, Arizona State. (2006)

Lori Hager, assistant professor (community arts). BA, 1990, Washington (Seattle); PhD, 2003, Arizona. (2004)

Richard Herskowitz, instructor (film and communication theory); curator, Cinema Pacific. BA, 1974, State University of New York, Binghamton; MA, 1978, Wisconsin, Madison. (2008)

Phaedra Livingstone, assistant professor (museum studies). HBA, 1991, MMSt, 1996, PhD, 2003, Toronto. (2008)

Alice Parman, adjunct assistant professor (art education). BA, 1964, Rochester; MAT, 1965, Harvard; PhD, 1972, Chicago. (1988)

Eric Schiff, adjunct instructor (information technology). BA, 1977, MA 1981, Oregon. (1988)

Emeriti

Gaylene Carpenter, associate professor emerita. BA, 1965, MS, 1973, California State, Long Beach; EdD, 1980, Temple. (1983)

Rogena M. Degge, professor emerita. BA, 1964, Fresno State; MS, 1972, PhD, 1975, Oregon. (1979)

Linda F. Ettinger, associate professor emerita. BFA, Southwest Missouri State; MS, 1973, Illinois State; PhD, 1983, Oregon. (1982)

Jane Gehring, associate professor emerita. BS, 1940, Michigan State Teachers; MS, 1960, Oregon. (1958)

Beverly J. Jones, associate professor emerita. BS, 1967, Oregon College of Education; MS, 1976, PhD, 1977, Oregon. (1977)

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

Participating

Lisa Abia-Smith, Jordan Schnitzer Museum of Art

Kassia Dellabough, Career Center

About the Program

The Arts and Administration Program-the only one of its kind in the Pacific Northwest-combines knowledge in the visual, literary, and performing arts with social, cultural, managerial, and educational concerns that pertain to administering nonprofit, for-profit, and public arts organizations and programs. The field of specialization is arts

management, with concentrations in community arts, media management, museum studies, and performing arts. It is a multidisciplinary field, dedicated to increasing opportunities in arts and culture for individuals and society. A growing number of scholars critically examine issues in the arts and society from community to international-policy levels. Study of these issues is vital to effective arts management for cultural preservation and advancement in the United States and abroad.
The program offers an undergraduate minor in community arts, master of arts (MA) or master of science (MS) degrees in arts management, and a graduate certificate in museum studies.

Undergraduate Studies

Undergraduate courses that are approved for the arts and letters group requirement are listed on the registrar's website, registrar.uoregon.edu/group_courses_datatables_good. Other courses offered by the arts and administration faculty that are appropriate for undergraduates, particularly students in the School of Architecture and Allied Arts, are Museum Education (AAD 429), Art in Society (AAD 450), and Community Cultural Development (AAD 451).

Minor Requirements

The Arts and Administration Program oversees the community arts minor, which requires 28 credits of course work passed with grades of C+ or better.

Requirements	28 credits
Two lower-division arts and administration courses selected from Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), and Art and Gender (AAD 252)	8
Three upper-division arts and administration courses	12
Two upper-division courses in arts and administration or a related discipline	8

Graduate Studies

The design of the master's degree program in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, political, and ethical contexts of the arts in general.

Program Objectives

1. Prepare students for professional leadership positions in international, national, and regional public and private arts and cultural organizations, including museums and galleries, community nonprofit organizations, arts foundations, performing arts centers, and festivals
2. Provide field 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 students to enhance their knowledge and skills or develop new careers in the arts

Careers

The master's degree in arts management, depending on the chosen concentration, offers preparation for students who seek administrative careers in the visual arts, performing arts, community arts, or the arts in health-care management in the public, nonprofit, or the private sector.

Admission

Admission to graduate study requires previous study in the visual or performing arts and the humanities. Although an undergraduate degree in the arts is not required, related course work or equivalent professional experience is standard. Applicants from the business, management, and social science fields are encouraged. Applicants are asked to indicate interest in a particular concentration area when they apply; application materials are reviewed with this interest in mind; and appropriate entry qualifications are examined.

Students planning graduate study may find information and application forms by 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 (MS) or a master of arts (MA) degree, completing a minimum of 72 credits. The MA degree requires competence equivalent to second-year study in a second language.

Study in the master's degree program has four parts: (1) core and management courses, (2) a technology component, (3) a concentration area, and (4) research and practice, which includes a summer internship between the first and second years of study.

Students learn the techniques needed to analyze and develop arts policy as well as skills in grant and research report writing and review. In addition to course work and an internship, students are required to complete a master's degree project, capstone project, or thesis that demonstrates in-depth knowledge of practical or theoretical issues of importance to professionals in public, nonprofit, and private arts organizations from diverse social and cultural settings. Projects often focus on issues that were explored during the student's internship.

Technology. A personal computer facilitates work in software applications and research for courses. Minimum recommendations for hardware and software are included on the program's website.

Course work for the master's degree program is distributed among the following four components.

Core Courses

Courses address the study and management of the arts in social and cultural contexts with a focus on arts policy and information management. Nonprofit and for-profit organizations and issues are addressed.

Core courses include Art in Society (AAD 550), Cultural Policy (AAD 562), Marketing the Arts (AAD 565), and Cultural Administration (AAD 612). Further course work toward degree requirements and elective courses are chosen in consultation with an advisor.

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 advisor during the first term of graduate study. Four concentration areas are available:

- community arts management
- media management
- museum studies
- performing arts management
- arts in health-care management

Research and Practice

Candidates for the master's degree write a project or capstone paper or a thesis. Required courses in research methodology and professional practice prepare students for the summer internship and for writing the paper or thesis.

Courses required for this component include Research Methodology (AAD 630); Research Proposal

Development (AAD 631); courses in professional practice (inquire at the program office); and Thesis (AAD 503), Research: Project Research (AAD 601), or other courses chosen in consultation with the student's advisor.

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 Anthropology and the History of Art and Architecture; and campus museum professionals.

The certificate requires 28 credits. No more than 12 credits of department degree requirements may count toward the certificate; the additional 16 credits is taken in the museum studies core and elective courses. Core courses include Experimental Courses: The Cultural Museum; Museum Theory (AAD 510) and Museum Education (AAD 529). A variety of elective courses-many offered by departments outside the School of Architecture and Allied Arts-may be applied to the certificate requirements. The certificate program culminates with a presentation by the student.

Students exit the program with practical and theoretical museum management strategies that are applicable in leadership positions in small to large, community to national, public or private museums.

Arts and Administration as a Supporting Area of Study for Doctoral Students in the School of Music and Dance

Arts administration is available as a supporting area of study for School of Music and Dance DMA and PhD students. The supporting area is generally viewed as mastery of an area of study at a master's degree level, although no master's degree is gained, and may be linked with the student's primary doctoral research interest areas and professional goals. Refer to Doctoral Degree Programs in the School of Music and Dance section of this catalog. Prospective students must apply directly to the Arts and Administration Program, but should begin the application process by contacting a staff member in the School of Music and Dance graduate office for more information.

Arts and Administration Courses (AAD)

198 Workshop: [Topic] (1-5R)
199 Special Studies: [Topic] (1-5R)

250 Art and Human Values (4) Addresses fundamental aesthetic theory and practice questions resulting from viewing art as a powerful communicator of social and cultural values. Values, rights, and responsibilities of the contemporary visual environment. Blandy.

251 The Arts and Visual Literacy (4) Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within sociocultural contexts.

252 Art and Gender (4) Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that affect how we define art and artists.

301 Understanding Arts and Creative Sectors (4) Mapping the concepts of "art world" and "creative sector" as they relate to each other and to the practice of arts administration.

312 Arts Management (4) Introduces the field of professional management of arts organizations such as museums, galleries, community arts centers, and performing arts centers.

315 Funding the Arts (4) Introduces the marketing and fundraising management functions in arts organizations such as museums, galleries, community arts centers, and performing arts organizations.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-18R)

404 Internship: [Topic] (1-18R)

405 Reading and Conference: [Topic] (1-18R)

406 Special Problems: [Topic] (1-18R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-18R)

409 Practicum: [Topic] (1-18R)

410/510 Experimental Course: [Topic] (1-5R) Recent topics are Community Arts Praxis, Media Boundaries,

Museum Ethics, Arts Learning Policy and Practice, Collections Care and Preservation.
420/520 Event Management (4) Examines management practices and trends of special events, festival, celebrations, and fundraisers sponsored by organizations. Carpenter.

421/521 Cultural Programming (4) Explores the practice and theory related to arts and cultural programming in the public sector.

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.

428/528 The Cultural Museum (3) Introduces students to museum studies-the study of museum history, theory, and practice-from an anthropological perspective. Satisfies a core requirement for the graduate certificate in museum studies.

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.Livingstone.

430/530 Youth Arts Curriculum and Methods (3-4) Teachers in training are provided introductory knowledge and skills necessary for implementing arts instruction as an integral part of the core curriculum for younger learners.

450/550 Art in Society (4) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society. Blandy.

451/551 Community Cultural Development (4) Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs. Blandy.

462/562 Cultural Policy (4) Examines the impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public. Dewey.

465/565 Marketing the Arts (4) Contemporary theory, issues, and skills important to marketing the arts in nonprofit, for-profit, and public cultural organizations. Kau.

471/571 Performing Arts Management (4) Examines development of cultural-policy institutions and processes worldwide; emphasis on understanding contemporary American cultural-policy issues. Governance and strategic planning; executive leadership; management; revenue; developing audiences; cross-cultural interactions.

472/572 Artistic Administration in the Performing Arts (4) Focuses on developing leadership and management skills for professional nonprofit performing arts administration (e.g., theater, music, opera, dance). Topics in artistic administration, programming, artist management, and operations and production management.

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)

612 Cultural Administration (4) Provides a grounded foundation for course work in the Arts and Administration Program.

630 Research Methodology (4) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports. Dewey.
631 Research Proposal Development (3) Conceptualize, research, and develop proposal for graduate thesis or project. Prereq: AAD 630. Dewey.

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Historic Preservation

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http://hp.uoregon.edu

Faculty

Lauren Allsopp, adjunct instructor (historic preservation). BA, 1976, Michigan, Ann Arbor; MS, 1980, Columbia; PhD, 1988, Edinburgh. (2012)

Christopher Bell, adjunct instructor (historic preservation). MS, 2005, Oregon. (2009)

Elizabeth Carter, adjunct instructor (historic preservation). BA, 1988, MS, 1994, Oregon. (2005)

Eric L. Eisemann, adjunct assistant professor (legal issues). BA, 1974, Knox; MA, 1980, Western Kentucky; JD, 1994, Lewis and Clark. (1984)

Jessica Engeman, adjunct instructor (historic preservation). BA, 2001, MS, 2004, Oregon. (2005)

Jason Hayter, adjunct instructor (historic preservation). BA, 1998, Texas, Austin; MCRP, 2004, Oregon; PhD, 2011, California, Berkeley. (2012)

Kingston Heath, professor (historic preservation). BA, 1968, Lake Forest; MA, 1975, Chicago; MA, 1978, PhD, 1985, Brown. (2003)

Rick Minor, adjunct instructor (archaeology). BA, 1972, California State, Fullerton; MA, 1973, PhD, 1983, Oregon. (2009)

Kirk Ranzetta, adjunct assistant professor (historic preservation). BA, 1994, Mary Washington; MA, 1996, PhD, 2006, Delaware. (2006)

Christopher Ruiz, adjunct instructor (historic preservation). BS, 1998, New Mexico; MA, 2005, California State, Chico; MS, 2011, Oregon. (2012)

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

Participating

Nicola Camerlenghi, history of art and architecture

Erin Cunningham, architecture

Howard Davis, architecture

Mark Gillem, architecture

Kenneth I. Helphand, landscape architecture

Renee A. Irvin, planning, public policy and management

Robert Z. Melnick, landscape architecture

Albert Narath, history of art and architecture

Leland M. Roth, history of art and architecture

Robert L. Thallon, architecture

Christine Theodoropoulos, architecture

Glenda Fravel Utsey, architecture

Marsha Weisiger, history

Jenny Young, architecture

Undergraduate Studies

The faculty of the Department of Architecture has changed its undergraduate curriculum so that students may take some or all of 16 credits of upper-division elective courses in other programs of the School of Architecture

and Allied Arts. This enables architecture students to fulfill 16 of the 27 minimum credits required for a minor through their upper-division elective course option.

Minor Program

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, distributed as follows:

Core Course Work	**15 credits**
Introduction to Historic Preservation (AAAP 411)	3
12 credits selected from the following: Workshop: Pacific Northwest Preservation Field School (AAAP 408), National Register Nomination (AAAP 431), Legal Issues in Historic Preservation (AAAP 441), Historic Survey and Inventory Methodology (AAAP 451) **Landscape Architecture.** Landscape Preservation (LA 480)	12
Related Course Work	**12 credits**
Select courses from the following: **Arts and Administration.** Museum Education (AAD 429), Cultural Policy (AAD 462) **Anthropology.** Cultural Resource Management (ANTH 449) **Architecture.** Human Context of Design (ARCH 440), Building Construction (ARCH 470) **Historic Preservation.** American Architecture from a Preservation Perspective I,II,III (AAAP 421, 422, 423) **History of Art and Architecture.** 18th Century Architecture (ARH 460), Native American Architecture (ARH 463), American Architecture I,II,III (ARH 464, 465, 466), Oregon Architecture (ARH 468), History of Landscape Architecture II (ARH 478) **Geography.** North American Historical Landscapes (GEOG 471) **Landscape Architecture.** Landscape Preservation (LA 480) **Planning, Public Policy and Management.** Grant Proposal Writing (PPPM 422), Nonprofit Management I (PPPM 480)	12

Courses from other university departments may be substituted with approval of the program director.

Early consultation with a faculty member on the Historic Preservation Committee is recommended. Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the historic preservation office.

Course availability is subject to the instructor's consent and the space available after obligations to School of Architecture and Allied Arts departmental majors have been met. A mid-C or better must be earned in letter-graded courses, a P (pass) in pass/no pass courses. The minor is granted upon completion of the requirements that were in effect when the notice of intent to seek the minor was filed.

Advanced Graduate Standing Option. As of 2004, a one-year accelerated master's track is available for UO undergraduates who complete the historic preservation minor and who have taken its core curriculum and related course work (27 credits). These courses must be taken for graduate credit, and the student must receive a grade of mid-B or better in those courses. Courses offered with a grading option must be taken for a letter grade.

If admitted as a master's candidate to historic preservation, subsequent to the awarding of a bachelor's degree and a minor in the program, the master's candidate must complete 46 graduate credits in historic preservation instead of the traditional 73 credits required for the two-year MS degree.

Graduate Studies

A master of science (MS) degree in historic preservation is offered by the School of Architecture and Allied Arts. Although no particular training is preferred, students whose backgrounds are primarily in historic preservation, architecture, landscape architecture, and architectural history are most prepared for this program. Course work includes training in the social sciences, preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.
The program is administered by the Historic Preservation Committee, an interdepartmental committee in the School of Architecture and Allied Arts.

Admission

Applications to the graduate program should contain the following:

1. Completed application form and fee
2. Biographical summary
3. Educational and professional summary
4. Statement of intent
5. Selected examples of written material, graphic work, or both
6. Official transcripts of all college work
7. Three letters of recommendation, preferably from academic or professional sources

Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 88.

Students who want to participate in the program through the Western Regional Graduate Program (WRGP) should inquire at the historic preservation office or the Graduate School.

General university regulations about graduate admission are described in the **Graduate School** section of this catalog.

The application deadline is January 15 for admission the following fall term. Requests for more information and application materials should be directed to Graduate Admissions at the Historic Preservation Program mailing address or the graduate fellow at hpgtf@uoregon.edu . Information and the application are also available on the program's website.

Program Requirements

The MS degree in historic preservation requires 73 credits in five areas: historic preservation core courses, architectural history electives, focus area, approved electives, and individualized study, which includes thesis or terminal project, research, and an internship. Students choose one of three focus areas in which to specialize-sustainable preservation theory, design, and technology; cultural resource management; or resource identification and evaluation.

Historic Preservation Core (17 credits)

Core courses include Workshop: Pacific Northwest Preservation Field School (AAAP 508), Introduction to Historic Preservation (AAAP 511), National Register Nomination (AAAP 531), Legal Issues in Historic Preservation (AAAP 541), Historic Survey and Inventory Methodology (AAAP 551).

Architectural History Electives (12 credits)

At least 8 of the 12 credits must be taken among three courses: American Architecture from a Preservation Perspective I,II,III (AAAP 521, 522, 523). Students may choose a course from an approved list of courses that cover the history of architecture, landscape architecture, interior architecture, and the history of building construction. Courses must be taken for a letter grade.

Focus Areas (18 credits)

The three focus 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, and develop an alternative focus area with the approval of a program director.

Sustainable 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 focus area.

Cultural Resource Management. Embodied in historic preservation is the management of cultural resources. This focus area 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 focus area offers the insights and investigative tools necessary for archival and cultural resource research to document the history and context of buildings, landscapes, and cities that determine settlement, organization, and sense of place.

Approved Electives (7 credits)
Students take courses in other focus areas, from an approved list of courses, or in other university departments with approval of their advisor.

Individualized Study (19 credits)

This part of the master's degree program requires 2 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 two or more members, at least one 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)

199 Special Studies: [Topic] (1-5R)
406 Special Problems: [Topic] (1-6R) R when topic changes.

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (1-5R) Recent topics are American Building Construction History, Preservation Economics, American Architecture from a Preservation Perspective, Research Methods, Archaeology in Historic Preservation.

411/511 Introduction to Historic Preservation (3) History, theory, and professional techniques of historic preservation.

415/515 Transportation and Preservation (3) Addresses compliance issues with preservation laws relating to transportation development. Includes understanding processes and negotiating needs of the resource with the needs of transportation authorities.

421/521, 422/522, 423/523 American Architecture from a Preservation Perspective I,II,III (4,4,4) American built environment. **421/521:** colonial era to the federal period. **422/522:** federal period to 1893. **423/523:** 1893 to the present. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

431/531 National Register Nomination (3) Provides information and instruction on all aspects of the National Register program and process. Aids in completion of registration form. Prereq: AAAP 411/511.

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)

604 Internship: [Topic] (1-9R)

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

606 Special Problems: [Topic] (1-6R)

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

608 Workshop: [Topic] (1-5R)

609 Practicum: [Topic] (1-6R)

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

611 Terminal Project (1-12R)

Courses in Other Departments

See descriptions under home departments.

Architecture. Vernacular Building (ARCH 534), Human Context of Design (ARCH 540), Spatial Composition (ARCH 550), Building Construction (ARCH 570), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575), Architectural Design (ARCH 584), Graduate Design Process (ARCH 611), Introductory Graduate Design (ARCH 680)

Arts and Administration. Experimental Courses: Research Methods, Research Proposal (AAAP 510)

History of Art and Architecture. 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)

Planning, Public Policy and Management. Grant Proposal Writing (PPPM 522), Nonprofit Management I (PPPM 580), Workshop: Community Planning (PPPM 608), Introduction to Planning Practice (PPPM 611), Legal Issues in Planning (PPPM 612), Planning and Social Change (PPPM 635)

Courses outside the School of Architecture and Allied Arts. Participation in related course work offered throughout the university is encouraged. Possible courses include Introductory Geographic Information Systems (GEOG 516), Urban Geography (GEOG 542), The American West (HIST 566, 567), The Pacific Northwest (HIST 568)

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Interior Architecture

Alison B. Snyder, Program Director
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Faculty

Kyuho Ahn, assistant professor. See **Architecture**.

Virginia Cartwright, associate professor. See **Architecture**.

Erin Cunningham, assistant professor. See **Architecture**.

Esther Hagenlocher, associate professor. See **Architecture**.

Alison B. Snyder, associate professor. See **Architecture**.

Linda K. Zimmer, associate professor. See **Architecture**.

The Study of Interior Architecture

Situated within the Department of Architecture, the Interior Architecture Program provides a comprehensive interior-design curriculum. By integrating subject-area course work with active design exploration, the Interior Architecture Program prepares students to act as independent problem solvers and valuable design-team members.

Shared course work with architecture in the early stages of the program provides an interdisciplinary context for study and learning, leading to advanced courses that explore theory, technology, and practice.

Central to the program is the design studio, where students gain experience with the design of interior spaces and elements, and the issues and conditions related to adapting existing sites and buildings. Topical studios focus on specific design issues, human factors, and building types. Specialized studios focus on programming, design, and construction of furniture and on construction documents that illustrate a small design project.

Preparation. High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts
2. Social sciences
3. Sciences
4. Humanities

Students are encouraged to travel in order to broaden their experiences related to environmental design.

Career Discovery Programs. The Department of Architecture offers the Summer Architecture Academy in Eugene and the Design Camp in Portland. Both programs offer students a chance to experience studio-based learning that explores environmental design concepts. For more information, see the **Architecture** section of this catalog.

Careers. Most students prepare for entering professional practice with architecture and interior design firms. Other opportunities exist in related areas such as lighting design, furniture design, facilities and space planning, sales or product marketing, branding and environmental design, exhibition design, and other activities related to the designed environment.

Accreditation. Undergraduate and graduate professional-degree curricula in interior architecture are accredited by the Council for Interior Design Accreditation (CIDA). At the University of Oregon, the bachelor of interior architecture and the master of interior architecture degree programs are accredited by CIDA. The postprofessional master of science in interior architecture (MS) program is not accredited. Admission to the MS program is restricted to applicants who already hold a CIDA-accredited degree or the international equivalent. The Interior Architecture Program is also accredited by the National Association of Schools of Art and Design (NASAD).

Internship, Certification, and Licensure. State laws governing interior design registration and licensure vary

widely. In those states that have adopted legislation, a professional degree from a CIDA-accredited program is the preferred prerequisite. Candidates must pass an examination established by the National Council of Interior Design Qualification (NCIDQ) to become licensed as interior designers in those states with licensing or certification. Rules vary from state to state but typically two years of professional experience are required prior to taking the exam. Students should visit the websites of the CIDA, NASAD, or NCIDQ for further information about accreditation and licensure.

The Interior Architecture Curriculum

The professional curriculum in interior architecture has two principal objectives: (1) broad inquiry into the integrative nature of environmental design, and (2) a comprehensive professional education that develops the ability to design interior environments ranging from intimate personal spaces to large-scale facilities.

Curriculum requirements are published in the *UO Catalog* and in the department's *Advising Handbook*, which includes sample course sequences, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned a faculty advisor and encouraged to consult that advisor for specific information.

Residence Requirements. For transfer students to earn the bachelor of interior architecture (BIArch) or professional master of interior architecture (MIArch) degree, the following minimum course work must be successfully completed in residence:

1. Design: four terms of interior architecture design including IARC 488/588, 489/589 (28 credits)
2. Interior architecture subjects (30 credits)
3. Upper-division, writing-intensive general electives that delve into the literature of academic subjects outside the subject areas of architecture (ARCH) and interior architecture (IARC) (12 credits)

Leave of Absence. See policy statement in the **Architecture** section of this catalog.

Undergraduate Studies

The undergraduate programs in interior architecture consist of the bachelor of interior architecture (BIArch) degree and a minor in interior architecture. The curriculum of the five-year professional BIArch degree program is highly structured the first two years and more flexible the last three. This flexibility allows each student to establish a study sequence according to individual interests and needs. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an accredited interior architecture or interior design program.
Prospective applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below).

Major Requirements: 225 credits

The bachelor's degree program includes requirements for a liberal education. This includes the following university general-education group requirements for professional school majors, totaling a minimum of 44 credits:

- College composition (WR 121 and 122 or 123)-8 credits
- Arts and letters (including ARH 314 or 315)-12 credits
- Social Science-12 credits
- Science (including PHYS 201 and 202)-12 credits
- Multicultural requirement (if not met in other courses)-up to 8 additional credits

In addition, a minimum of 25 elective credits are required for the program. Electives enable students to study general subjects beyond university group requirements and continue liberal studies beyond introductory courses. Students are required to earn at least 12 credits in upper-division, writing-intensive electives that delve into the literature of academic subjects outside the subject areas of architecture and interior architecture (courses with subject codes or ARCH or IARC). The upper-division electives may not be courses in performance, service, weekend seminar, human development, or leisure studies.

Professional BIArch Requirements: 156 credits

- Architectural design studios-70 credits
- Professional subject-area courses-86 credits

See Professional Curriculum in the Graduate Studies section below for a list of required professional courses.

Minor Requirements: 29 credits

Course Requirements	**credits**
Introduction to Architecture (ARCH 201)	4
Interior Design (IARC 484) (one studio for architecture majors)	6
Electives	
Interior Architecture. Seminar: [Topic] (IARC 407), Furniture: Theory and Application (IARC 444), Color Theory and Application for the Built Environment (IARC 447), Interior Construction Elements (IARC 471), Interior Finishes and Design Application (IARC 472), Working Drawings in Interior Architecture (IARC 473), Electric Lighting (IARC 492) **Architecture.** Human Context of Design (ARCH 440) **Art History.** History of Interior Architecture I,II,III (ARH 474, 475, 476) *For students majoring in the Department of Architecture, 16 elective credits are required; for all others, 22 are required.*	16-22

IARC 471, 472, 473, 484, and 492 are courses that may not be taken by students outside of the Department of Architecture, with the exception of landscape architecture students.

Undergraduates who are enrolled in any major can apply to the minor. Completed applications including supporting academic records and a curriculum worksheet are submitted to the Department of Architecture office. Applicants are notified when their applications have been approved. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register if space is available after the needs of majors have been met. Enrollment in the minor program is limited. If the department is unable to accommodate additional minor students, it may suspend admittance to the minor program until space becomes available.

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Prospective students should review application requirements posted online during the fall, well before application deadlines (see Application Deadlines in the **Admissions** section of this catalog). January 15 is the deadline for completion of both the department and university applications. Applications are reviewed and accepted only once each year. Admission notices are mailed by April 1.

Admission to the BIArch major is through a selective review that focuses on three attributes: creative potential, academic capability, and potential for contribution to the program through diversity of background, experience, maturity, or demonstrated motivation. Students are expected to submit specific materials supporting each of these attributes (academic records, essays, recommendations, and a portfolio of creative work). Applicants need not have prior course work in interior design, but they are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design, mixed media). Experience with crafts and construction may also demonstrate evidence of creative potential.

Accepted applicants must be academically secure. To be considered, applicants must submit SAT scores, and first-year applicants must have grades and scores that meet at least four of the following five indices:

1. High school grade point average (GPA)-3.25
2. Verbal-Critical Reading SAT I-550
3. Mathematics SAT I-550
4. Writing SAT I-550
5. Total of all SAT I sections-1650

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. Paper-based test: a minimum total score of 575 must be achieved with a minimum of 58 in each subsection. Internet-based test: a minimum total score of 90 must be achieved with a minimum score of 30 in each subsection.

Transfer applicants must have a minimum college or university GPA of 3.00 and meet the other criteria listed above for first-year applicants.

Prospective applicants to the BIArch degree program or the minor in interior architecture may find information about the program and application requirements on the Department of Architecture website.

Graduate Studies

There are two graduate degree programs in interior architecture: the professional master of interior architecture (MIArch) degree and the postprofessional master of science in interior architecture (MS) degree. Graduate certificate programs include ecological design, museum studies, Oregon leadership in sustainability, and technical teaching in architecture. See the **Architecture** section of this catalog for more information about these certificate programs.
Students interested in pursuing a concurrent master's degree in architecture may find information about the combined program requirements and application procedures on the Department of Architecture website.

Students enrolled in the master of science degree program must take a minimum of 45 graduate credits, of which 30 must be in interior architecture and 9 must be at the 600 level. The program does not have a graded-credit requirement, although students who enroll for graded credits must maintain a 3.00 minimum GPA. Additional requirements are listed below.

Professional Master of Interior Architecture Degree Requirements

The professional, CIDA-accredited master of interior architecture (MIArch) degree program prepares students for careers in interior design practice and careers in allied professions that contribute to shaping the built environment.

The Department of Architecture offers two tracks of study. Track I typically takes ten terms to complete. Track II is a six-term advanced placement program.

Students enrolled in the MIArch Track I program must complete the following:

- Architectural and interior design studios-64 credits
- Professional subject-area courses-83 credits

Of the required 147 credits, 15 must be applied to advanced study in a focus area. This work may include an independent research project.

Track I students typically complete all or most of the MIArch degree requirements at the University of Oregon, and begin the program the summer before their first full academic year of study. Students with bachelor's degrees (BA, BS) other than a preprofessional degree in interior design or interior architecture must apply to the Track I program.

Track II is for applicants who have a four-year preprofessional degree in interior architecture, interior design, or architecture. Students admitted into Track II begin their studies fall term. Applicants who have a four-year preprofessional degree in an environmental design discipline and an equivalent amount of professional studio and course work may be considered for Track II. Track II students must fulfill the same professional curriculum requirements as those in the Track I program, but are admitted with advanced standing in studio and subject-area courses. Transfer credit may be given to students who have had academic experience in an interior architecture or design program accredited by the Council for Interior Design Accreditation, or an architecture program accredited by the National Architectural Accrediting Board (NAAB). The extent of this advanced standing is determined in consultation with the student's academic advisor before beginning the program, and the student's advanced standing is reevaluated at intervals. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of three terms in residence.

Track II students may transfer up to 36 credits of introductory or intermediate design studio and up to 50 credits of subject-area courses. Students usually complete a minimum of six terms and the following 87 credits in residence:

- Interior architecture design studios-40 credits
- Professional subject-area courses-47 credits

Of the required 87 credits, 15 must be applied to advanced study in a focus area. This work may include an independent research project.

Postprofessional Master of Science Degree Requirements

The postprofessional program provides an opportunity for advanced study and contribution to knowledge in the field through the thesis. It leads to the master of science in interior architecture (MS) as a postprofessional degree and applicants must have, or expect to complete, a professional degree in interior architecture, interior design, or architecture to be eligible for the MS program. Students must complete a minimum of four terms in

residence and are required to complete 9 credits in Thesis (IARC 503) or Terminal Project (IARC 611). Students are expected to develop an individual research topic in one or more of the following areas of faculty research:

- Adaptive reuse and interior environments: contexts, aesthetics, functions
- Craft and fabrication: green materials, finishes, furnishings, and products
- Behavioral factors: cultural, social, and economic sustainability
- Building occupant and community member perception, performance, and health
- Design modeling, processes, simulation, and communication
- Design history and theory
- Preservation and adaptive reuse: sustainability issues

The MS curriculum focuses on individual research that draws from professional and general university courses and consultation with the student's advisor and thesis committee. For more information about the thesis, see the **Graduate School** section of this catalog.

Graduate Admission

Admission to the professional MIArch and postprofessional MS graduate degree programs 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. Applications include a résumé, a biographical statement, a statement of interest in the field of interior architecture, a portfolio of creative work, three letters of recommendation, and official transcripts from all postsecondary educational institutions attended. Applicants must take the Graduate Record Examinations (GRE) so that the scores, a required component of the application, can be reported by the application deadline. Applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL) of at least 575 (paper-based) or 90 (Internet-based). Applications must be postmarked by the first Monday after January 1 for applicants to be considered for admission the subsequent fall term (or summer session for MIArch students). Notifications of results are mailed by April 1.

Prospective applicants to the MIArch and MS degree programs may find information about the application requirements at the Department of Architecture website.

Prospective applicants to graduate certificate programs should contact the office of the academic unit that administers the certificate program to get information about application requirements.

Graduate Teaching and Research Fellowships

A number of graduate teaching or research fellowships (GTFs) are available to well-qualified graduate students. MS or MIArch Track II applicants with previous education in interior architecture or an allied field are encouraged to apply for GTF positions. MIArch Track I students are generally selected in the second or third year of their degree program. Information about the GTF application process is available on the Department of Architecture and Graduate School websites.

Professional Curriculum

The professional curriculum of the bachelor of interior architecture program and the master of interior architecture program include required architectural design studios and architectural subject courses. In addition each program is supplemented by professional electives.

Architectural Design: 64 graduate credits or 70 undergraduate credits

The architectural and interior design studios are social and interactive environments where students work cooperatively with their peers under the guidance of faculty members with frequent input from practicing interior designers, architects, and related-field experts as well as representatives of communities served by the studio's design explorations. Through design projects, students learn to respond to complex environmental and cultural contexts through the exploration of architectural space. Introductory studios emphasize creativity, design communication skills, and critical thinking fundamental to the design process; intermediate studios emphasize integration of interior architecture subjects with design; advanced studios emphasize comprehensive integration of these elements. Student performance in all design studios is graded on a pass/no pass basis and evaluated through written evaluations and exit interviews with faculty members.

Design credit may be earned only through participation in design studios. Credits are distributed to the BIArch and MIArch programs as follows:

Introductory Design Studios

- Architectural Design I,II (ARCH 283, 284)-12 credits (BIArch)
- Architectural Design III (ARCH 383)-6 credits (BIArch)
- Introductory Graduate Design (ARCH 680, 681)-12 credits (MIArch Track I)

Intermediate Design Studios

- Interior Design (IARC 484/584), repeatable studio-24 credits (BIArch, MIArch)
- Furniture Design (IARC 486/586)-6 credits (BIArch, MIArch)
- Working Drawings (IARC 487/587)-6 credits (BIArch, MIArch)

Site Planning and Design (LA 489/589) or Architectural Design (ARCH 484/584) may be substituted for one of the required IARC 484/584 studios.

Advanced Design Studios

- Interior Design Comprehensive Project I,II (IARC 488/588, 489/589)-16 credits (BIArch, MIArch)

Interior Architecture Subjects: 80 graduate credits or 86 undergraduate credits

Subject courses develop theory, knowledge, and skills in interior architecture and related disciplines, with an emphasis on learning interior architecture subjects in the context of design. This course work develops design skills and examines the influences of place, human activity, spatial order, structure, construction, environmental control, professional practice, and history on the practice of interior design. The required subject courses for the BIArch and MIArch programs are as follows:

Interior Architecture Design Skills	**6 credits (MIArch)** **14 credits (BIArch)**
Understanding Contemporary Interiors (IARC 204)	4 (BIArch)
Design Skills (ARCH 202)	3 (BIArch)
Graduate Design Process (ARCH 611)	3 (MIArch)
Introduction to Architectural Computer Graphics (ARCH 222)	4 (BIArch)
Media for Design Development (ARCH 423/523)	3 (BIArch, MIArch)
Architectural Design Theory and Practice	**42 credits**
Human Context of Design (ARCH 440/540)	4 (BIArch, MIArch)
Spatial Composition (ARCH 450/550)	4 (BIArch, MIArch)
Building Construction (ARCH 470/570)	4 (BIArch, MIArch)
Environmental Control Systems II (ARCH 492/592)	4 (BIArch, MIArch)
Context of the Architectural Profession (ARCH 417/517)	4 (BIArch, MIArch)
Comprehensive Project Preparation (IARC 445/545)	3 (BIArch, MIArch)
Color Theory and Application for the Built Environment (IARC 447/547)	3 (BIArch, MIArch)
Interior Construction Elements (IARC 471/571)	3 (BIArch, MIArch)
Interior Finishes and Design Application (IARC 472/572)	3 (BIArch, MIArch)
Working Drawings in Interior Architecture (IARC 473/573)	4 (BIArch, MIArch)
Furniture: Theory and Analysis (IARC 444/544)	3 (BIArch, MIArch)
Electric Lighting (IARC 492/592)	3 (BIArch, MIArch)
History of Art, Architecture, and Interior Design	**17 credits**
History of Interior Architecture I,II,III (IARC 474/574, 475/575, 476/576)	9 (BIArch, MIArch)
Approved 400/500- or 600-level courses in art or architectural history	8 (BIArch, MIArch)

Interior Architecture Electives	**13 credits (BIArch)** **15 credits (MIArch)**
400/500- or 600-level ARCH or IARC courses	(BIArch, MIArch)
Approved 400/500- or 600-level courses in allied fields	(BIArch, MIArch)

Computer Literacy Requirement. Introductory architecture courses presume a knowledge of computer operations, general-use software, and Internet communications. Students lacking preparation may draw on resources at A&AA Technology Services, the University Teaching and Learning Center, the Library and Learning Commons, or Information Technology services. By the end of their first year in the bachelor's or master's program, students are expected to have achieved basic literacy in computer graphics as an integrated tool for architectural design-diagramming, two-dimensional drawing, image processing, three-dimensional modeling, accurate sun casting, parametric modeling, and presentation methods. Students must have an awareness of building information modeling, digital fabrication, building performance analysis software, and geographic information systems.
Students are required to have a high-speed laptop computer and a specified complement of software. Each year the department reviews its software and hardware recommendations. Minimum hardware specifications and software requirements are posted on the department website.

Off-Campus Study

Students may participate in off-campus and international study programs hosted by the Department of Architecture, the Historic Preservation Program, the Department of Landscape Architecture, and the Office of International Affairs. See the **Architecture** section of this catalog for more information.

Interior Architecture Courses (IARC)

*See**Architecture** for descriptions of courses with the ARCH subject code and for additional information about available courses. Descriptions of seminars and experimental courses are available on the Department of Architecture website.*

199 Special Studies: [Topic] (1-5R)

ARCH 202 Design Skills (3)

204 Understanding Contemporary Interiors (4) Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and projects involving analysis of space.

ARCH 222 Introduction to Architectural Computer Graphics (4)

ARCH 283, 284 Architectural Design I,II (6,6)

383 Interior Design Studio (6) Studio projects for second-year undergraduates. Integration of issues of activity support and spatial order. Emphasis on schematic concept formation and interior design development. Prereq: ARCH 284.

401 Research: [Topic] (1-6R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-6R)

408/508 Workshop: [Topic] (1-6R)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-6R)

ARCH 417/517 Context of the Architectural Profession (4)

ARCH 423/523 Media for Design Development (3R)

ARCH 440/540 Human Context of Design (4)

444/544 Furniture: Theory and Analysis (3) Analysis of furniture and cabinetry from a theoretical and practical standpoint. Emphasis on use within architectural space as well as free standing elements. Introduction to structure, construction, and construction installation drawings. Prereq for 444: PD 323 or ARCH 484 or IARC 484 or interior architecture minor status; prereq for 544: IARC 484 or ARCH 584.

445/545 Comprehensive Project Preparation (3) Formulation of individual design projects for IARC 488/588, 489/589. Development of project issues and documentation of context, site, and building information; includes research, case studies, and programming. Prereq for 445: IARC 473, 484; prereq for 545: IARC 573, 584.

447/547 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Prereq for 447: PD 323 or ARCH 484 or IARC 484 or interior architecture minor status; prereq for 547: ARCH 584 or IARC 584.

ARCH 450/550 Spatial Composition (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. Prereq for 471: ARCH 470; prereq for 571: ARCH 570.

472/572 Interior Finishes and Design Application (3) The properties, manufacture, application, and code issues, and ecological considerations of interior finish materials. Field trips to supply sources. Prereq for 472: ARCH 470; prereq for 572: ARCH 570.

473/573 Working Drawings in Interior Architecture (4) Preparation of working drawings for a small, sustainable interior architecture design project. Prereq for 473: ARCH 462, 484 or IARC 471, 472, 484; prereq for 573: ARCH 562, 584 or IARC 571, 572, 584.

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.

484/584 Interior Design (6R) A series of creative projects in interior design; intensive analysis of design; methods of problem solving; individual criticism, review of design projects; group discussion and field trips. Prereq for 484: ARCH 383 or IARC 383; prereq for 584: ARCH 681.

486/586 Furniture Design (6) Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prereq: IARC 444/544; IARC 484/584 or ARCH 484/584.

487/587 Working Drawings (6) Focuses on the design of a small, sustainable interior architecture design project and the production of a set of working drawings. Prereq for 487: ARCH 462, 484 or IARC 471, 472, 484; prereq for 587: ARCH 562, 584 or IARC 571, 572, 584; coreq: IARC 473/573.

488/588, 489/589 Interior Design Comprehensive Project I,II (8,8) Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive design development study. Prereq for 488: IARC 445; prereq for 588: IARC 545; prereq for 489: IARC 488; prereq for 589: IARC 588.

ARCH 492/592 Environmental Control Systems II (4)

492/592 Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings. Prereq: ARCH 484/584 or IARC 484/584; ARCH 492/592.

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 680, 681 Introductory Graduate Design (6,6)

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Landscape Architecture

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Faculty

Ann Bettman, adjunct assistant professor (plants, urban farm). BA, 1967, Boston; BLA, 1978, MLA, 1979, Oregon; reg. landscape architect, Oregon. (1977)

Elisabeth Chan, associate professor (design representation, design theory). BA, 1993, Hampshire; MLA, 2000, Cornell. (2001)

Anne Godfrey, adjunct instructor. BA, 1997, Carleton College; BLA, 2002, MLA, 2004, Oregon. (2008)

Kenneth I. Helphand, Philip H. Knight Professor of Architecture and Allied Arts (landscape history, literature, and theory). BA, 1968, Brandeis; MLA, 1972, Harvard; Fellow, American Society of Landscape Architects. (1974)

David Hulse, Philip H. Knight Professor of Architecture and Allied Arts (land-use planning, landscape ecology, geographic information systems). BSLA, 1981, Colorado State; MLA, 1984, Harvard. (1985)

Bart Johnson, associate professor (ecological design and planning, landscape ecology). BS, 1987, Cornell; MLA, 1992, PhD, 1995, Georgia. (1995)

Ronald J. Lovinger, professor (planting design theory, landscape transformations, landscape as art form). BFA, 1961, Illinois; MLA, 1963, Pennsylvania; reg. landscape architect, Oregon, Pennsylvania. (1965)

Robert Z. Melnick, professor (landscape preservation, research methods, historic and cultural landscape analysis). BA, 1970, Bard; MLA, 1975, State University of New York, College of Environmental Science and Forestry; Fellow, American Society of Landscape Architects. (1982)

Robert G. Ribe, professor (public lands, landscape analysis, ecological planning). BS, 1977, California, Riverside; MS, 1981, MA, 1987, PhD, 1990, Wisconsin. (1988)

Deni Ruggeri, assistant professor (urban design, park design, streetscape and land planning). MLA, 2001, Politecnico di Milano; PhD, 2009, California, Berkeley. (2010)

Roxi Thoren, associate professor (urban design, design theory, microclimate response in design). BA, 1996, Wellesley; MArch, 2001, MLA, 2002, Virginia. (2004)

Emeriti

Jerome Diethelm, professor emeritus. BArch, 1962, Washington (Seattle); MLA, 1964, Harvard; reg. architect and landscape architect, Oregon. (1970)

George S. Jette, professor emeritus. BLA, 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 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 websites for the department and the School for Architecture and Allied Arts for details.

Undergraduate Studies

The curriculum in landscape architecture leads to a degree of bachelor of landscape architecture (BLA). 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 sequential path toward the degree. Electives vary according to the interests, goals, and experience of each student and are chosen with the help of faculty advisors. 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 apprentice and 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, client needs, and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects. Six subject areas are essential foundations for the planning and design program: landscape architecture technology, plant materials, landscape analysis and planning, the history and theory of landscape architecture, urban design, 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 advisor.

Electives. This area, which includes general university requirements, provides for personal choice in selecting additional course work in arts and letters, design arts, 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, environmental science, 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, psychology, 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 and technical skills.
Visual Language Skills. Courses in drawing, painting, photography, film, design, art history, and related subjects help develop perceptual skills, cultural understanding, 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 BLA program.

Students interested in the undergraduate program should apply to the university by February 1 and to the department by February 15. Include with the application the following:

1. Letter of intent describing pertinent background information, interests, goals, and aspirations
2. Portfolio of creative work
3. Three letters of recommendation from people able to assess the applicant's academic and creative abilities and potential contributions
4. Transcripts of previous college work

Inquire at the Department of Landscape Architecture, its website, or at the university's Office of Admissions for more information.

Professional Curriculum

Requirements for the BLA degree total 220 credits and are distributed as follows:

Planning and Design. 88 credits taken in twelve studios and four courses

First Year. Three courses, two studios: Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Introduction to Architectural Computer Graphics (ARCH 222), Architectural Design I,II (ARCH 283, 284)

Second Year. Two studios: Landscape Architectural Design (LA 289). Transfer students typically enter the program in the second year.

Third Year. Three studios: Landscape Architectural Design and Process (LA 439)

Fourth Year. Three studios: Site Planning and Design (LA 489), one elective studio

Fifth Year. Two studios, one course: Comprehensive Project Preparation (LA 490), Land Planning and Design (LA 494), Comprehensive Project (LA 499)

Elective studios include Community Planning Workshop (PPPM 419) or Architectural Design (ARCH 484), Site Planning and Design (LA 489), Workshop: Design (LA 408, summer only) or Practicum (LA 409)

Subject Courses. 75 credits (56 credits in required courses and 18 credits in optional courses listed below)

Landscape Architectural Technology (13 credits)

Landscape Technologies I,II (LA 362, 366), Context of the Architectural Profession (ARCH 417), Landscape Technology Topics (LA 459)

Optional: Computer-Aided Landscape Design (LA 417), 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)

Landscape Analysis and Planning (12 credits)

Analyzing Landscape Systems (LA 413), Introduction to Landscape Planning Analysis (LA 440), Principles of Applied Ecology (LA 441)

Optional: Computers in Landscape Architecture (LA 415), Land Use and Growth Management (PPPM 440), Landscape Ecology (LA 465)

History and Theory of Landscape Architecture (12 credits)

Understanding Landscapes (LA 260), History of Landscape Architecture I,II (ARH 477, 478)

Optional: Land and Landscape (LA 443), Landscape Perception (LA 484)

Landscape Architectural Media (8 credits)

Landscape Media (LA 350), Contemporary American Landscape (LA 375), Digital Landscape Media (LA 352), Landscape Preservation (LA 480), National Parks (LA 482)

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

Urban Design (8 credits)

Students may select from Architectural Contexts: Place and Culture (ARCH 430), Community Design (ARCH 431), Principles of Urban Design (ARCH 435), Landscape Urbanism (LA 446)

Optional: Theory of Urban Design I (ARCH 436), Sustainable Urban Development (PPPM 442), Green Cities (PPPM 445)

Other Courses. 56 additional credits from any department, including landscape architecture and university requirements, up to a total of 220 credits applied to the BLA. Students entering the major in the first year must earn 48 additional credits

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
Analyzing Landscape Systems (LA 413)	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 the curriculum. Seminars and workshops may often be applied to the minor.

Landscape Technologies. Workshop: Landscape Technologies (LA 408), Landscape Urbanism (LA 446), Landscape Technology Topics (LA 459)

Plants. Field Studies: Trees across Oregon (LA 196), 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 375), Land and Landscape (LA 443), History of Landscape Architecture I,II (ARH 477, 478), Landscape Preservation (LA 480), National Parks (LA 482),

Landscape Perception (LA 484)

Graduate Studies

The department offers master- and doctoral-level programs in the field of landscape architecture. At the master's level, the department makes a distinction between first professional master's students and postprofessional master's students. First professional master's students hold an undergraduate degree other than a five-year bachelor of landscape architecture and are working toward the master of landscape architecture (MLA). Postprofessional master's students hold an accredited bachelor of landscape architecture (BLA or BSLA) and are working toward the completion of the advanced postprofessional MLA degree. Students with a bachelor or architecture (BArch) degree typically earn a first professional MLA degree with waivers of some course requirements, on a case-by-case basis.

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 MLA 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 MLA 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 MLA.

Students with Other Degrees

Students who have no background in design can expect to spend a minimum of ten terms earning an accredited, first professional MLA.

The department recognizes that first professional master's candidates have extremely varied backgrounds and may have special requirements. Based on undergraduate courses, background in design-related disciplines, and work experience, these students may be exempt from a limited number of requirements. Students who want to waive requirements must show equivalent competency in those areas, typically through course work or professional experience.

Program Components

Planning and Design (48 credits). Justifiably well-known, this program allocates significant faculty resources to project-oriented instruction and has a long history of success at design studio education. Regular faculty members offer or consult in studios and participate in the midterms and weeklong end-of-term reviews of student work. Studio projects typically increase in scale and complexity over the course of the degree program. Students must take eight studios in this subject area.

History, Literature, and Theory (12 credits). Courses include the history of landscape architecture, design theory, landscape perception, and landscape preservation. 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 (11 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 or technical 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 Research Proposal Development (LA 695) and at least 12 credits of Master's Project (LA 699) or Thesis (LA 503).

Curriculum

The first professional MLA 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), Landscape Technologies I,II (LA 362, 366), Workshop: Understanding Landscapes (LA 508), Analyzing Landscape Systems (LA 513), Context of the Architectural Profession (LA 517), Landscape Technologies Topics (LA 559), Introduction to Landscape Planning Analysis (LA 540), Principles of Applied Ecology (LA 541), History of Landscape Architecture I,II (ARH 577, 578), Landscape Research Methods I,II (LA 620, 621)

Master's Project or Thesis (14 credits)

Research Proposal Development (LA 695); Master's Project (LA 699) or Thesis (LA 503)

Postprofessional Master's Program

The two-year graduate program leading to the master of landscape architecture (MLA) degree is intended for students prepared to do advanced work in the field. Students entering the postprofessional MLA 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 MLA 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 MLA 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 MLA degree requires 56 credits in four areas: planning and design courses, subject courses, the concentration area, and the master's project.

Planning and Design (12 credits)

Land Planning and Design (LA 594) and Research (LA 601)

Subject Courses (10 credits)

Seminar (LA 507 or 607), Landscape Research Methods I,II (LA 620, 621); at least one from Land Use and Growth Management (PPPM 540), Land and Landscape (LA 543), Landscape Ecology (LA 565), Landscape Perception (LA 584), or other approved landscape architecture course

Area of Concentration (24 credits in one area)

Courses used to satisfy any of the above requirements may not be used to satisfy this requirement.

Landscape Design Theory. Three from Land and Landscape (LA 543), Landscape Perception (LA 584), Introduction to Landscape Architecture Theory (LA 617), Contemporary Landscape Architecture Theory (LA 619); 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. Landscape Preservation (LA 580), National Parks (LA 582), Contemporary Landscape Architecture Theory (LA 619); three additional department-approved courses at the University of Oregon

Landscape Planning. Two from Computers in Landscape Architecture (LA 515), Land Use and Growth Management (PPPM 540), Landscape Urbanism (LA 546); four additional department-approved courses

Master's Project (minimum of 10 credits)

Research Proposal Development (LA 695), Master's Project (LA 699)

Master's Project or Thesis. Completed during the second year for the postprofessional master's candidates. This independent project of high academic standard presents original work that contributes to the body of knowledge in landscape architecture. The topic may be selected from a range of theoretical to practical design issues. The project must include a written component, which sets out the problem, goals and objectives, methodology, findings and conclusions of the project. Students must complete Research Proposal Development (LA 695) and at least 8 credits in Master's Project (LA 699) or Thesis (LA 503).

Before enrolling in LA 699 the student must obtain department approval for a project proposal and develop a committee of two landscape architecture faculty members.

Near the completion of the master's project, the student presents the results of the project to faculty members and students and gains final approval of the project's documentation from the faculty committee.

Admission

Applications to the master's program should contain the following:

1. Completed application form and fee
2. Three letters of recommendation from people able to assess the applicant's strengths and potential contributions
3. Personal statement describing pertinent background information, interests, goals, and aspirations
4. Portfolio of creative work or other work indicative of relevant abilities
5. Writing sample such as a research paper or a technical report
6. Transcripts of previous college work

The deadline is January 15. Applications from all disciplines are welcome. Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 577 on the paper-based test or 233 on the computer-based test. General university regulations governing graduate admission are in the **Graduate School** section of this catalog.

Doctor of Philosophy Degree

The doctoral program in landscape architecture offers advanced study with a focus on ecological landscape planning and design, which encompasses a range of spatial scales and cultural contexts. An ecological approach focuses on how landscape pattern, process, and change interact to create land mosaics that maintain the diversity of life and the foundations for human well being. The doctoral program is designed to engage these issues through spirited analysis, critique, and prescription of landscapes in Oregon, the United States, and the world.

Because the profession is broad and diverse, the landscape architecture PhD pursues robust development of academic, analytical, creative, and integrative capabilities that can continue to grow throughout subsequent careers. Accordingly, the program emphasizes the following:

- Advanced expertise and understanding in a focused topic
- The ability to form integrative conceptual models of landscape issues, problems, and solutions
- The ability to critically analyze deficiencies in knowledge about the field and identify needs for new, original knowledge
- The ability to form and investigate operationally bounded questions
- The ability to independently design and execute a complete, intensive research project
- The ability to completely document a research project with high-quality writing and illustrations

The integrative nature of landscape design as a science and an art entails development of innovative models and methods for design, education, and research. The program offers students the opportunity to develop skills as innovative educators by working with faculty members as teaching assistants, and to teach courses under faculty guidance. The close and supportive relationships among scholarship, teaching, professional growth, and artistic achievement foster excellence in design education, research, and practice. Scholars follow many routes, and the program provides substantial flexibility to tailor students' programs to individual needs.

Course of Study

Completion of the program requires demonstrated excellence through original contributions to the field. Indicators of a doctoral student's achievements are successful completion of the oral and written comprehensive exams and successful completion and defense of a dissertation that substantially advances knowledge in a chosen area of expertise.

Through a series of four required courses in landscape architecture literature, theory, and research, PhD students learn how to conduct both qualitative and quantitative studies of landscapes and the processes that shape them. After completing these core courses, advanced studies in methodology, tailored to suit career intentions, are required. Advanced methodological preparation in quantitative research occurs through statistical and spatial analysis as well as case-study analysis, design criticism, content analysis, historical interpretation, and environment-behavior observation.

The program prepares students to understand and apply appropriate methods of inquiry, and to deepen their understanding of the nature and role of rigorous scholarly inquiry in landscape architecture. Course requirements are designed to provide both depth and breadth of knowledge in landscape architecture, and to draw on the frameworks and methodologies of related disciplines that support the student's dissertation research.

Length of Program and Steps to Completion

A PhD in landscape architecture requires a minimum of three years of full-time graduate work, including one year of residency. Depending on background and research goals, students can expect to complete the degree in three to six years, with a norm of four to five years.

The student's program of study depends substantially on his or her prior degrees. A student who holds an MLA or MArch should expect to take at least 68 graduate credits. A student who holds a BLA or BArch but no master's degree should expect to take 80 credits. A student admitted with a prior master's degree but without a professional environmental-design degree should expect to take 86 credits. Classes include design-studio experience and subject-area courses to provide a foundation in landscape architecture sufficient to support a student's goals, research, and advanced course work.

At the completion of course work, normally the end of the second year, each student submits a written comprehensive exam, followed by an oral comprehensive exam. The examination committee will consist of three faculty members, two from landscape architecture and one from an outside department or program, who will prepare and administer the written and oral comprehensive exams. Once students have passed both comprehensive exams, they will be advanced to candidacy. Each student must submit the dissertation proposal within three terms of the exams. A student then forms a dissertation committee consisting of four members, with a minimum of two from landscape architecture and at least one from another field related to the student's area of research. The dissertation committee must approve the student's written dissertation proposal following a scheduled, public proposal presentation before the student undertakes the dissertation.

Some credit requirements may be waived or satisfied through transfer credits which must not have previously been applied to any graduate or undergraduate degree. No more than 15 credits may be transferred. Successful completion of the doctoral program is a matter of proven excellence through substantial, original contributions to the field and not the accumulation of a specific number of credits.

Requirements

A student's program of study is developed with the major professor and a second doctoral advisor. The minimum course requirements for 68 credits are listed below. These required minimum credits are divided between core courses in theory, research, and investigation (26-34 credits), electives (24 credits), and work on the dissertation (18 credits). A student entering the program with a BLA or BArch but no master's degree takes an additional 12 credits of electives, while a student entering with a master's degree but without a professional environmental-design degree should expect to take a minimum of 18 additional credits in landscape architecture. A student may be required to take more than 4 credits in analytic-synthetic courses in other departments.

Theory, Research, Investigation	**22-30 credits**
Landscape Research Methods I,II (LA 620, 621)	8
Research Proposal Development (LA 695)	2
Research (LA 601)	6
Doctoral colloquium	2
Outside analytic-synthetic courses	4-12

Electives	**minimum 24 credits**
Advanced Electives. Landscape architecture courses (500-level and above) in design theory, history, criticism, preservation, planning and ecology, selected in consultation with the major professor	12
Supporting Courses. Courses, selected in consultation with the major professor, typically taken outside of landscape architecture	12

Dissertation	**minimum 18 credits**
Dissertation course	18

Admission

Students must either have previously completed a professional degree in landscape architecture or architecture

(e.g., BLA, MLA, BArch, MArch) or hold a master's degree (e.g., MA, MS) from a related field, and show clear evidence of academic experience and goals aligned with landscape architecture. A commitment to research along with a demonstrated record of research achievement are important criteria. Applications to the program must include the following items:

1. A personal statement assessing the applicant's background, strengths, interests, and aspirations in the field of landscape architecture. This should include why one wishes to come to the University of Oregon for doctoral work, and a description of a proposed area of concentration, course of study, and a prospective major professor
2. A portfolio of creative and scholarly work including at least one writing example showing evidence of critical thinking in a research context
3. Three letters of recommendation, including two from academic sources
4. Official transcripts from all universities or colleges attended
5. Graduate Record Examination (GRE) scores
6. Test of English as a Foreign Language (TOEFL) scores (575 paper or 233 computer, minimum) for all nonnative speakers

Applications mailed to the department office for entry fall term are due in early February. General university regulations governing graduate admission are in the **Graduate School** section of this catalog.

Landscape Architecture Courses (LA)

196 Field Studies: [Topic] (1-5R) R twice for maximum of 6 credits. Topics include Trees across Oregon. Lueck.
199 Special Studies: [Topic] (1-5R)

227 Introduction to Landscape Architecture (2) Exploring the background and scope of the profession: its history, ethics, goals, skills, topics, achievements, and evolving challenges in making healthy, functional, and beautiful places.

260 Understanding Landscapes (4) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Lovinger.

289 Landscape Architectural Design (6R) Study of places, their use, and how they evolve. Fundamentals of environmental awareness, social factors, and small-scale site design; abstract design and elementary graphic techniques.

326 Plants: Fall (4) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. Bettman.

327 Plants: Winter (4) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. Prereq: LA 326. Bettman.

328 Plants: Spring (4) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Prereq: LA 327. Bettman.

337 Landscape Field Work: [Topic] (1-4R) Direct examination and appraisal of the function, form, content, and composition of example landscapes in relation to ecological, cultural, legal, technical, aesthetic, and economic objectives.

350 Landscape Media (2-4R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. Chan, Godfrey.

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. Prereq: LA 350. **R** once for maximum of 8 credits. Corlett.

362 Landscape Technologies I (4) Develops understanding of contours, contour manipulation, and site engineering methodologies in the design of places; fundamentals of inclusive design, storm water management, earthwork, and design development. Prereq: LA 361. Ruggeri.

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.

375 Contemporary American Landscape (4) Evolution of the contemporary American landscape as an expression of American culture.

390 Urban Farm (2-4R) Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman.

401 Research: [Topic] (1-21R)
405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R) Concentrated programs of study on special topics. Regular offerings include Fire Ecology and Management, Landscape Design, Design-Build.

409 Practicum: [Topic] (1-21R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Godfrey.

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

413/513 Analyzing Landscape Systems (4) Develops skills for collecting data and understanding how landscapes function in space and time to inform good decision-making in planning and design. Prereq: one course in geography or biology or environmental studies. Corlett, 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 440/540. Hulse.

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. Robertson.

421/521 Landscape Photography and Environmental Perception (4) The influence of changing photographic landscape representations upon the perception of places and communities in relation to ideas about natural, cultural, and environmental values.

433/533 Japanese Garden (4) Explores the art, form, meaning, and experience of Japanese gardens. Special emphasis on their heartland in the valley of Nara and Kyoto. Lovinger.

439/539 Landscape Architectural Design and Process (6R) Intermediate problems in landscape architecture design. Relations among problem concepts, goals, design theory, communication media, and technical analysis. **R** four times for a total of 30 credits.

440/540 Introduction to Landscape Planning Analysis (4) Principles of designing land- and waterscapes for human use and settlement. Ecological, social, and economic analyses of landscapes, resources, and patterns of occupancy in the Eugene-Springfield area. Prereq: LA 361. Hulse.

441/541 Principles of Applied Ecology (2-6) Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales. Prereq for 441: one course in ecology; prereq for 541: one course in the natural sciences. Johnson.

443/543 Land and Landscape (4R) Theories and concepts in landscape planning and design. The valuing emphasis alternates every other year between environmental ethics and environmental aesthetics. Godfrey, Ribe, Ruggeri.

446/546 Landscape Urbanism (4) Landscape theory and practice as the foundation of urban design, synthesizing architecture, infrastructure, microclimate, and ecology across multiple scales and time frames. Thoren.

448/548 Urban Landscape: [Topic] (1-4R) Analysis of case studies, problems, challenges, technologies, and methods that landscape architects contribute to the design and planning of sustainable urban places, neighborhoods, cities, and regions.

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. Godfrey, 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. Corlett, Ribe, Ruggeri.

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. Prereq: LA 439/539.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems. Chan.

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. Fifth-year standing required for undergraduates. Prereq: LA 489/589. Hulse, Johnson, Ribe, Ruggeri.

499 Comprehensive Project (8) Advanced planning and design projects in landscape architecture. Studio development of individually selected projects. Prereq: LA 490.

503 Thesis (1-16R) Student-directed and -executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture.

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

602 Supervised College Teaching (2-5R)

603 Dissertation (1-16R)

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

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

607 Seminar: [Topic] (1-5R) Recents topics include Introduction to Landscape Literature, Landscape Architecture Research Colloquium.

608 Workshop: [Topic] (1-16R) Intensive study combining practical projects with instruction on special topics related to landscape problems.

609 Practicum: [Topic] (1-16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Godfrey.

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

617 Introduction to Landscape Architecture Theory (4) Survey and critique of the theoretical frameworks for landscape architecture. Chan, Hulse, Ribe.

619 Contemporary Landscape Architecture Theory (3) Critical survey of important landscape design ideas and examples from the last thirty years by examination of articles, texts, dialogues, sites, built works, and personalities. Prereq: ARH 578. Offered alternate years. Helphand.

620, 621 Landscape Research Methods I,II (2-4,2-4) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Sequence. Hulse, Johnson, Ribe.

695 Research Proposal Development (2) Preparation and presentation of the student's terminal research and design project proposal and plan for completion of the master's degree in landscape architecture. Prereq: LA 621. Chan.

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.

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Planning, Public Policy and Management

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Faculty

Robert J. Choquette, adjunct instructor (strategic planning, project management). BS, 1982, MUP, 1991, Oregon. (1991)

Colleen Chrisinger, assistant professor (poverty, unemployment, low-wage labor markets). BS, 2001, Willamette; MSc, 2003, London School of Economics and Political Science; MS, 2006, Wisconsin, Madison; PhD, 2010, Washington (Seattle). (2010)

Vicki Elmer, instructor (eco-districts, infrastructure, sustainability indicators); director, Oregon Leadership in Sustainability program. BA, 1964, Michigan, Ann Arbor; MUP, 1970, Columbia; PhD, 1991, California, Berkeley. (2011)

Renee A. Irvin, associate professor (nonprofit and philanthropic sector economics, wealth policy). BA, 1984, Oregon; MA, 1991, PhD, 1998, Washington (Seattle). (2001)

Grant Jacobsen, assistant professor (environmental economics and policy, energy efficiency, renewable energy). BA, 2005, College of William and Mary; MA, 2006, PhD, 2010, California, Santa Barbara. (2010)

Laura Leete, associate professor (poverty and social policy, work-force policy, nonprofit economics). BA, 1982, California, Berkeley; MA, 1988, PhD, 1992, Harvard. (2007)

Rebecca C. Lewis, assistant professor (land-use policy, sustainable development, state and local finance). BA, 2006, Kentucky; MPP, 2008, PhD, 2011, Maryland, College Park. (2013)

Richard D. Margerum, professor (environmental planning and management, planning processes, conflict management). BA, 1987, Wittenberg; MCP, 1989, Cincinnati; MS, 1992, PhD, 1995, Wisconsin, Madison. (2001)

Nicole S. Ngo, acting assistant professor (health economics, environmental policy, urban sustainability). BA, BS, 2006, California, Irvine; MA, 2010, Columbia. (2013)

Robert G. Parker, instructor (land use and growth management, economic development). BS, 1986, Colorado State; MUP, 1989, Oregon. (1989)

Gerardo Sandoval, assistant professor (economic and community development, urban revitalization, immigrant neighborhoods). BS, 2000, California, Davis; MCP, 2002, PhD, 2007, California, Berkeley. (2010)

Marc Schlossberg, associate professor (geographic information systems, social planning, transportation planning). BBA, 1987, Texas, Austin; MUP, 1995, San Jose State; PhD, 2001, Michigan. (2001)

Megan E. Smith, senior research assistant (community outreach, watershed planning, rural planning). BA, 1990, Southern Oregon State; MCRP, 1996, Oregon. (1996)

Rhonda Smith, instructor (career development, internship planning); internship director. BS, 1979, Missouri, St. Louis; MA, 1996, Oregon. (2007)

Yizhao Yang, assistant professor (environmental planning, sustainable living design and analysis, geographic information systems). BArch, 1995, Tianjin; MS, 1998, Tsinghua; MRP, 2001, PhD, 2007, Cornell. (2006)

Courtesy

Larry A. Bissett, courtesy research associate (regional economics, real estate development). BArch, 1956, Oregon; PhD, 2005, Pennsylvania. (2011)

Robert Doppelt, courtesy senior research associate (environmental governance, sustainable development). BS, 1973, Lewis and Clark; MS, 1975, MS, 1976, Oregon. (2002)

Donald G. Holtgrieve, adjunct assistant professor (local government planning). See **Geography**.

Cassandra Moseley, courtesy assistant professor (natural resource policy, community-based conservation). BA, 1990, Cornell; MA, 1993, MPhil, 1994, PhD, 1999, Yale. (2002)

Emeriti

Bryan T. Downes, professor emeritus. BS, 1962, MS, 1963, Oregon; PhD, 1966, Washington (St. Louis). (1976)

Orval Etter, associate professor emeritus. BS, 1937, JD, 1939, Oregon. (1939)

Maradel K. Gale, associate professor emerita. BA, 1961, Washington State; MA, 1967, Michigan State; JD, 1974, Oregon. (1974)

Judith H. Hibbard, professor emerita. BS, 1974, California State, Northridge; MPH, 1975, California, Los Angeles; DrPH, 1982, California, Berkeley. (1982)

Michael Hibbard, professor emeritus. BS, 1968, California Polytechnic; MSW, 1971, San Diego State; PhD, 1980, California, Los Angeles. (1980)

Carl J. Hosticka, associate professor emeritus. BA, 1965, Brown; PhD, 1976, Massachusetts Institute of Technology. (1977)

Robert E. Keith, planning consultant emeritus. BS, 1944, Kansas State; MArch, 1950, Oregon. (1963)

David C. Povey, professor emeritus. BS, 1963, Lewis and Clark; MUP, 1969, PhD, 1972, Cornell. (1973)

Jean Stockard, professor emerita. BA, 1969, MA, 1972, PhD, 1974, Oregon. (1974)

Kenneth C. Tollenaar, director emeritus. BA, 1950, Reed; MA, 1953, Minnesota. (1966)

Edward C. Weeks, associate professor emeritus. BA, 1973, PhD, 1978, California, Irvine. (1978)

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

Participating

Mark Gillem, architecture

Daniel HoSang, ethnic studies

Nico Larco, architecture

Robert G. Ribe, landscape architecture

Philip J. Romero, finance

Thomas A. Stave, library

Anita M. Weiss, international studies

About the Department

Mission Statement. The Department of Planning, Public Policy and Management (PPPM) prepares future public leaders, creates and disseminates new knowledge in the field, and assists communities and organizations. The department's faculty, staff, and students seek to understand and improve economic, environmental, and social conditions through teaching, scholarship, and service.

The department is dedicated to

- The highest standards of scholarship
- Informed theory and empirical evidence
- Engaging the civic community-public, private, and nonprofit-in democratic processes addressing economic, environmental, and social issues
- Seeking the best ideas and approaches from around the world and testing their transferability from one part of the world to another
- Using an approach that builds on the strengths of communities and organizations to increase their capacity to take advantage of opportunities and respond effectively to challenges
- Work that ranges in scope from local to regional to national to international
- Ecological, social, and economic sustainability

Undergraduate Studies

The undergraduate program provides an interdisciplinary liberal arts education that prepares students for work in the fields of planning, policy, and public and nonprofit management. Through course work that integrates theory and practice, the curriculum focuses on the ways governments, nonprofit organizations, and other institutions

address public problems. Students explore the economic, social, and environmental characteristics of communities and systems of governance to determine effective ways to advance the public's goals. The curriculum helps students develop knowledge of core issues related to public policy and management as well as a specialized expertise in an area of their choosing. Emphasis is placed on developing skills in research; verbal, written, and digital communication; and working in group settings.

Preparation. High school students who want to study planning, public policy and management should develop communication skills, conceptual and quantitative 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 statistics, computing, mathematics, and history, that require the student to think independently and analytically. Volunteer work, paid afterschool jobs, and travel are ways of acquiring community experience.

Careers. The bachelor of arts (BA) or bachelor of science (BS) degree in planning, public policy and management provides students with a broad, interdisciplinary, liberal arts background and a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public service agencies and nonprofit organizations.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply for admission the term they achieve upper-division standing. They must apply and be accepted by the department before they have completed 50 percent of the course work for the major. Preference in admission is given to applicants who have (1) a grade point average (GPA) of 3.00 or better, (2) some experience-paid or volunteer-in public service, and (3) fulfilled university general-education requirements.

In completing group requirements, the following courses (or their equivalents, for transfer students) are recommended:

Social Science. Introduction to Planning, Public Policy and Management (PPPM 201) or Healthy Communities (PPPM 202) or Introduction to the Nonprofit Sector (PPPM 280), United States Politics (PS 201), Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), State and Local Government (PS 203), Community, Environment, and Society (SOC 304)

Science. Web Programming (CIS 111), The Natural Environment (GEOG 141)

Students are encouraged to sign up as PPPM premajors to receive department correspondence about upcoming courses and opportunities, to receive advising services, and to access courses with reserved spaces for majors.

Sample Program

This two-year sample program for PPPM premajors is typical preparation for admission to the program in the junior year.

Freshman Year, Fall Term	**14-16 credits**
College Composition I (WR 121)	4
The Natural Environment (GEOG 141)	4
Arts and letters group-satisfying course	3-4
Science group-satisfying course	3-4
	14-16 credits
United States Politics (PS 201)	4
Social Inequality (SOC 207)	4
Arts and letters group-satisfying course	3-4
Science group-satisfying course	3-4
Spring Term	**16 credits**
College Composition II or III (WR 122 or 123)	4
State and Local Government (PS 203)	4

Web Programming (CIS 111)	4
College Algebra (MATH 111)	4

Sophomore Year, Fall Term	**15-16 credits**
Introduction to Planning, Public Policy and Management (PPPM 201)	4
Mind and Brain (PSY 201)	4
Introduction to Economic Analysis: Microeconomics (EC 201)	4
Arts and letters group-satisfying course	3-4

Winter Term	**16 credits**
Mind and Society (PSY 202)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	4
BA language or BS mathematics requirement	4
Elective, especially computer science; scientific and technical writing, journalistic writing; additional sociology, political science, community studies; or field experience	4

Spring Term	**16 credits**
Community, Environment, and Society (SOC 304)	4
Introduction to City Planning (PPPM 205)	4
BA language or BS mathematics requirement	4
Elective, as above	4

Admission Procedures

The department admits students fall, winter, and spring terms. Deadlines are available from the department office. To be considered for admission, students must submit the following materials:

1. Completed application form, available from the department office or website
2. Brief résumé of education and employment history
3. Personal statement describing career goals and how the major in PPPM will help attain those goals. This statement should be limited to two or three typed, double-spaced pages
4. Transcripts from all colleges and universities attended

Major Requirements

The major in PPPM is organized into a common core, a focal area, and a thesis option for students intending to graduate with honors. Students should expect extensive writing, policy analysis, and collaborative projects as part of their education in PPPM. For more information, contact a staff member in the department.

Core (28 credits)

Overview Courses

Introduction to Planning, Public Policy and Management (PPPM 201)	4
Introduction to City Planning (PPPM 205)	4
Introduction to the Nonprofit Sector (PPPM 280)	4

Skills Courses

Quantitative Methods (PPPM 413)	4
Urban Geographic Information Systems (PPPM 434)	4

Capstone Courses

Policy and Planning Analysis (PPPM 415)	4

Practice of Leadership and Change (PPPM 494)	4

PPPM majors must take core courses for letter grades and pass them with grades of C- or better.

Focal Area (32 credits)

Students complete 32 credits developing (1) expertise in a substantive area of policy, planning, or management or (2) a set of skills in planning and public policy. Among the department's curricular strengths are land use and the built environment, environmental planning and policy, social and health policy, community development, and nonprofit management and philanthropy. In addition, students may develop a focal area customized to their particular interests.

Students satisfy this requirement with any combination of the following:

- Up to 32 PPPM elective course credits (maximum of 4 credits numbered below the 300 level)
- 1 credit Internship Development (PPPM 412) and 4 to 12 credits of Internship (PPPM 404)
- Up to 8 credits of Thesis (PPPM 403)

Internship. While an internship is optional, it is highly recommended for all PPPM students. Internships offer students real-world opportunities to explore and clarify their focal areas and career goals, apply academic learning, develop new skills, and network with professionals. This career-building experience prepares students for fellowships, professional positions, or further academic study.

Community Planning Workshop. Undergraduate students have the opportunity to work on applied research projects through the Community Planning Workshop, which is described later in this section of the catalog. Up to 10 credits in Community Planning Workshop (PPPM 419) may be applied to the focal area.

Honors Program

The honors program offers qualified students a challenging academic experience, opportunities for independent work, and interaction with faculty members. The bachelor's degree with honors centers around an independent project of original research developed by the student and carried out under the direction of one or two faculty members.

Students are recommended by a faculty member for admission to the honors program no later than the first term of their senior year. Entry into the program is determined by the undergraduate program director after a review of the student's achievement in PPPM courses and other evidence of superior academic and professional ability. To be considered for the honors program, a student must have a grade point average of 3.75 in course work for the major and in all work attempted at the university.

Minors

Planning, Public Policy and Management

The planning, public policy and management minor complements majors in the humanities or social sciences-anthropology, geography, political science, 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
Introduction to City Planning (PPPM 205)	4
Introduction to the Nonprofit Sector (PPPM 280)	4
Policy and Planning Analysis (PPPM 415)	4
Three upper-division PPPM electives	12

Up to 8 credits in Internship (PPPM 404) or 10 credits in Community Planning Workshop (PPPM 419) may be used toward the elective requirement.

PPPM 201, 280, 399, and 415 must be taken for letter grades and passed with grades of C- or better.

Nonprofit Administration

The PPPM department offers a minor of special value to students interested in a career in the nonprofit sector. Through the minor, students can enhance their undergraduate education to include preparation for occupations and graduate study in nonprofit administration. Nonprofits are one of the fastest growing employment sectors in the country, creating a high demand for graduates with skills to work for these diverse and exciting organizations.

Students may declare the minor in nonprofit administration at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office.

Course Requirements	**25 credits**
Introduction to the Nonprofit Sector (PPPM 280)	4
Grant Proposal Writing (PPPM 422)	1
Nonprofit Management I (PPPM 480)	4
Resource Development for Nonprofit Organizations (PPPM 481)	4
Public and Nonprofit Financial Management (PPPM 484)	4

Two 4-credit upper-division elective courses from list of approved courses available in department office.

Courses must be taken for letter grades and passed with grades of C- or better, unless offered pass/no pass only.

Graduate Studies

Programs for the master of community and regional planning (MCRP) degree, the master of nonprofit management (MNPM), and the master of public administration (MPA) require two years for completion. The MCRP degree is accredited nationally by the Planning Accreditation Board. The MPA is accredited by the National Association of Schools of Public Affairs and Administration. The department also offers a 24-credit graduate certificate in nonprofit management.

The interdisciplinary and eclectic fields of planning, public policy, and public and nonprofit 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 public and nonprofit management graduates have a comprehensive understanding of economic, environmental, fiscal, physical, political, and social characteristics of a community. Graduates are expected to provide leadership and to otherwise participate effectively in efforts to enhance the capacity of communities to deal creatively with change.

Financial Aid

Approximately 40 percent of the department's students receive some financial assistance (e.g., graduate teaching fellowships, work-study assistance, or research stipends). Graduate teaching fellowships (GTFs) are offered to approximately twenty students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also may work on planning and public policy projects through the Community Planning Workshop. Each year five to fifteen students receive stipends for research on contracts developed and administered in the workshop. Research and GTF appointments typically are not offered until the student has been in a PPPM program for at least one term.

Graduate students are eligible for fellowship awards, granted by federal agencies and privately endowed foundations, and loans from university and federal student-loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid and Scholarships, 1278 University of Oregon, Eugene OR 97403-1278.

Applicants to PPPM programs are strongly urged to apply for university financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

The University of Oregon offers Diversity-Building Scholarships for graduate students who are United States

citizens. For more information, visit the website for the Center on Diversity and Community and choose the research link.

Community and Regional Planning

The master's degree program in community and regional planning trains policy-oriented planners for leadership positions in planning and planning-related organizations. The field of planning is concerned with rational and sensitive guidance of community and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, formulating potential solutions to these problems, and assisting in the implementation of alternative policies.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community.

Entering students should be prepared to become involved in and committed to resolving important social, economic, environmental, political, and cultural problems. Courses in and outside the department provide students with an integrated understanding of planning, public policy, and public management as well as specific skills needed for a chosen professional area.

Oregon is an especially fruitful laboratory in which to study planning. The state has an international reputation as a source of innovative approaches to addressing planning issues.

Students select a set of courses in consultation with their advisors that focus their elective work on an area of special interest. The program has exceptional strengths in community and regional development, environmental planning, land use and sustainable development, and social planning. In addition, the department's strengths in nonprofit management, local government management, and budget and finance are of interest to many students in the field of planning.

The program has strong ties with other programs on campus. Students often pursue concurrent degrees in planning and environmental studies, landscape architecture, business, economics, geography, international studies, or public administration. See Concurrent Master's Degrees later in this section.

Preparation. Students are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, and history. Work experience, particularly if related to planning, is valuable, as are writing and public-speaking skills. Courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to the student.

Students must complete either an advanced undergraduate or a graduate-level introductory course in statistics as a pre- or corequisite to Planning Analysis (PPPM 613). No credit toward the MCRP 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 MCRP degree find employment in public, private, and nonprofit sectors. In the public sector, three kinds of agencies provide career opportunities: local land-use and zoning agencies; agencies for housing, social services, community renewal, parks, transportation, and other community facilities; and agencies for economic development and natural resource management. In the private sector, graduates are typically employed by consulting planners, private developers, and other firms requiring research and analysis skills. Graduates are also employed by such nonprofit organizations as environmental and social justice advocacy groups, political associations, and research firms.

Application Procedures

Importance is placed on the student's preference for and ability to undertake self-directed educational activity.

Because there are more than sixty-five accredited graduate programs in planning in the United States, the department's admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application Materials

1. Graduate Admission Application, available online-follow the instructions on the department's website
2. A résumé
3. A word-processed statement, prepared by the applicant, explaining why admission to the UO planning program is sought and what the applicant's expectations are from the field
4. At least three letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in planning
5. Transcripts from all the colleges and universities attended, including evidence of completion of an undergraduate degree from an accredited college or university
6. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials
7. Applicants whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination. The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 88 (Internet-based test); the minimum acceptable IELTS exam score is 7.0. The results of the examination should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217

Applications are accepted beginning September 15 for admission fall term a year later. The deadline for receipt of the application to the program is February 1. Applicants are notified of admission decisions early in March. 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 MCRP 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 625, 626) 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 PPPM 625 and 626, selected students may continue to engage in planning research projects for compensation. The popularity of the program with students-and with a growing number of government and private-sector clients-has enabled the Community Planning Workshop to provide research support for five to fifteen students a year.

Federal grants from the United States Department of Education Fund for the Improvement of Post-Secondary Education and support from a variety of state agencies have helped the Community Planning Workshop become one of the most successful community planning assistance programs in the nation. Projects have received numerous state and national awards.

Course Requirements

Core courses must be taken for letter grades, unless offered pass/no pass only.

Core	**35 credits**

One from Land Use and Growth Management (PPPM 540), Sustainable Urban Development (PPPM 542), Green Cities (PPPM 545)	4
Workshop: Computer Applications and Professional Development (PPPM 608)	1
Introduction to Planning Practice (PPPM 611)	4
Legal Issues in Planning (PPPM 612)	4
Planning Analysis I,II (PPPM 613, 614)	10
Planning Theory and Ethics (PPPM 616)	4
Human Settlements (PPPM 617)	4
Research Methods in Planning (PPPM 620)	4

Experiential Learning	**10 credits**
Community Planning Workshop (PPPM 625, 626)	10

Electives 15-20 credits

Selected in consultation with advisor, from lists of suggested courses

Synthesis	**7-12 credits**
Student Research Colloquium (PPPM 690), two terms	3
Thesis (PPPM 503) or Terminal Project (PPPM 609)	4-9

Nonprofit Management

The master of nonprofit management (MNPM) is a professional degree designed to train students to lead nonprofit organizations. Due to the growth of the nonprofit sector over the past three decades in the U.S. and nongovernmental organizations internationally, the sector has professionalized. People currently working in the nonprofit sector and others seeking to switch to or enter the nonprofit sector now seek master's-level training to advance their careers, specializing specifically in the administration of nonprofit organizations.

Critical skills for nonprofit administration are common to all nonprofit fields, including handling financial-management challenges and tax-exempt reporting structures, raising funds from individual donors and institutions, and managing a mission-oriented workforce of dedicated volunteers.

Unique Aspects of the Program

The program melds relevant best-practice elements from the business and government sectors with the management imperatives of the nonprofit and philanthropic sectors. Woven into the course work are opportunities to obtain practical experience at nonprofit organizations, so that participants in the program have significant administrative experience upon graduating. Examples include the review and consultation portion of the Resource Development for Nonprofit Organizations (PPPM 481/581) fundraising course, the nine-month board membership required for the Nonprofit Board Governance (PPPM 687) course, and the projects student teams complete for nonprofit organizations in the Nonprofit Consultancy (PPPM 688) course.

Students may combine the master of nonprofit management with another graduate degree from within the department or from other academic units across campus. In some cases, a student is able to obtain two master's degrees within three years. The normal time to completion for the master of nonprofit management degree is six terms (two years).

Application Procedures

To be eligible for the master of nonprofit management, an applicant must hold a bachelor's degree. The department strongly encourages applications from people of all backgrounds, and is dedicated to fostering a diverse academic environment.

Applications for admission are due February 1 for students entering the program in the following fall. In exceptional cases, students may be admitted at other times of the year. The application requires the following:

- Official transcripts from undergraduate college or university, and from graduate study, if applicable

- GRE or GMAT scores
- TOEFL scores for nonnative English speakers
- A personal statement, two to three pages in length, describing your motivation and preparation for entering or furthering a career in the nonprofit sector, and providing a hypothetical blueprint for the next twenty years of your career
- Résumé
- Three recommendation letters, with one or more of the letters by a faculty member
- UO Graduate School admission application form

Curriculum

After completion of the core curriculum (32 credits focusing on financial, management, and revenue-development skills), students complete an internship and 20 credits of concentration electives. Students then choose either a research-based capstone-completing 12-15 credits of course work to produce a thesis or terminal project as well as preparatory course work in research methods-or a management-based capstone (16 credits) that culminates in successful completion of a consulting project for a nonprofit organization. The two-year program takes 68 to 72 credits to complete.

Core	**32 credits**
Grant Proposal Writing (PPPM 522)	1
Strategic Planning for Management (PPPM 526)	4
Resource Development for Nonprofit Organizations (PPPM 581)	4
Philanthropy and Grant Making (PPPM 586)	2
Public Sector Theory (PPPM 618)	4
Professional Development in Public Administration (PPPM 623)	1
Quantitative Methods (PPPM 656)	5
Managing Nonprofit Organizations (PPPM 680)	4
Public and Nonprofit Financial Management (PPPM 684)	4
Nonprofit Board Governance (PPPM 687)	3
Internship	**4 credits**
Internship (PPPM 604)	4
Electives	**20 credits**
Courses must be approved by an advisor and should focus on a specific concentration such as policy, community development planning, environmental sustainability, international development, marketing and development, arts management, public advocacy, and education and social services. More options for course work may be found online, http://pppm.uoregon.edu/grad/nonprofit_master.	

Capstone (Choose either the Management Track or the Research Track)

Management Track	**16 credits**
Nonprofit Consultancy (PPPM 688)	4
Choose from the following: Seminar: Public Relations Campaigns for Nonprofits (J 507), Seminars: Volunteer Management (PPPM 507), Event Management (AAD 520), Conference Management (AAD 524), Project Management (PPPM 525), Collaborative Planning and Management (PPPM 548), Program Evaluation (PPPM 565), Public Management (PPPM 633)	12
Research Track	**12-15 credits**
Thesis (PPPM 503) or Terminal Project (PPPM 609)	6-9

Research Methods in Public Policy and Management (PPPM 657)	4
Student Research Colloquium (PPPM 690)	2

Public Administration

The master of public administration (MPA) is a two-year program for people interested in public-service careers that address the critical social, economic, and environmental issues of our time. The curriculum is designed to provide a combination of academic theory, analytic skills, and real-world applications so that students become effective and creative leaders in public service.

A central focus of the program is to prepare students to become evidence-based policymakers, analysts, and managers. Evidence-based policymaking-the idea that the formulation of policy and its implementation should be based on evidence of effectiveness-has been gaining widespread acceptance in the policy community, both in the United States and abroad, and requires a closer connection between research and practice. It requires that researchers ask policy-relevant questions and conduct meaningful and timely analyses that support the decision-making process; conversely, it requires that policymakers, managers, and leaders think critically about research and integrate appropriate evidence in the implementation and formulation of policy and practice.

Recent graduates work as advisors, policy analysts, and strategic planners in all levels of government, in Oregon, throughout the U.S., and around the globe. Their work addresses the full range of social issues, from improving health-care access, increasing government efficiency, and responsiveness to creating new governmental structures in developing democracies. Graduates also work in a broad range of nonprofit organizations, for instance, as executive staff members in social service, arts, and environmental organizations.

The State of Oregon is an exciting place to study public administration. As a "laboratory of democracy," it has a long and distinguished record of policy innovation. Most recently, Oregon has been on the forefront of advances in land-use, health-care, and environmental policy.

Unique Aspects of the Program

The relatively small size of the program means that students are not "a number" at the University of Oregon. Students receive a tremendous amount of individual attention, particularly in the second year when they conduct a team-based policy-research project. The close, collegial working relationships between students and instructors means that faculty members are often able to help students attain relevant alumni contacts, internships, and job opportunities.

Since the department also houses a master's degree program in community and regional planning (MCRP), master of public administration students benefit from additional faculty and planning-related course offerings. In particular, students are invited in their first year to enroll in a two-term, field-based course in which students consult on a topical issue for a local government or nonprofit agency in Oregon.

Students interested in a career in nonprofits can earn a certificate in nonprofit management concurrently with their master of public administration. The certificate program offers innovative courses including one on board governance, in which students serve on a nonprofit board, and another on philanthropy, in which students award a $15,000 grant to a local agency.

Oregon is known for its progressive policymaking, from the Bottle Bill, to vote-by-mail, to current efforts to reform the health-care system. Students find policymakers and public managers unusually accessible for consultation in Oregon.

Application Procedures

To be eligible for the graduate program in public administration, an applicant must hold a bachelor's degree.

Submit the following documents, which must be received by February 1:

1. Graduate Admission Application, available online-follow the instructions on the department's website
2. Comprehensive employment and education résumé
3. A two-page, typed statement of purpose that clearly describes the applicant's reasons for pursuing graduate study in the program at Oregon, his or her professional goals and objectives, and professional work experience
4. Transcripts of grades in courses taken for the bachelor's degree and of any other college-level work. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation; two may be from academic sources

6. The Graduate Record Examination is highly recommended for admission
7. Applicants whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination. The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 88 (Internet-based test); the minimum acceptable IELTS exam score is 7.0. The results of the examination should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217

Students are selected for the program based on a combination of their undergraduate academic performance, intellectual aptitude, public service experience, and written statement. The deadline for receipt of fall term admission is February 1. In exceptional cases, students may be admitted at other times of the year.

The department strongly encourages applications from people of all backgrounds, and is dedicated to fostering a diverse academic environment. This, we believe, will help prepare better future public leaders.

Curriculum

The program prepares participants to become effective, creative leaders in the public and nonprofit sectors. The curriculum provides a combination of substantive knowledge, analytic skills, and professional experience that primes students for careers as evidence-based policymakers, analysts, or managers. The program comprises four components: 1) core courses, 2) courses in an area of concentration, 3) a supervised internship in a public agency or nonprofit, and 4) a final synthesizing research project. Core courses must be taken for letter grades.

Core	**33 credits**
Public Sector Theory (PPPM 618)	4
Public Sector Economics (PPPM 628)	4
Public Budget Administration (PPPM 629)	4
Public Management (PPPM 633)	4
Public Policy Analysis (PPPM 636)	4
Quantitative Methods (PPPM 656)	5
Research Methods in Public Policy and Management (PPPM 657)	4
Public and Nonprofit Financial Management (PPPM 684)	4

Area of Concentration. Students focus their studies by taking a minimum of 24 credits of course work in one of five areas of concentration: policy, public management, nonprofit management, planning, or environmental policy. A list of potential courses for each concentration is available at the department's website. Students who would like to develop their own concentration are able to do so in consultation with a faculty advisor. Recent graduates have created customized concentrations in labor issues, health policy, and international development.

Internships. Internships and professional development opportunities are integral components of the MPA curriculum. In their first year, students enroll in Professional Development in Public Administration (PPPM 623), a 1-credit course designed to help students identify their career goals and develop a plan to meet those goals. Students identify summer internship and postgraduation fellowship opportunities, develop polished résumés and cover letters, and conduct informational and mock interviews.

Completing an internship is highly recommended for all MPA students, and required for those with less than two years (3 credits) of relevant professional experience. Internships help students to explore and clarify career goals, apply academic learning, enhance and learn new skills, gain experience, and network with professionals.

Past students have completed a wide range of internships with the Oregon governor's office, Senator Ron Wyden's office, the United Nations Internship Programme, the City of Portland Office of Sustainable Development, and Holt International Children's Services. For more information on the Internship Program, visit pppm.uoregon.edu/index.cfm?mode=internships.

Applied Research Project. The master of public administration (MPA) program provides students with two key opportunities to synthesize classroom learning and apply their research skills to current policy and management issues. At the start of the second year, students engage in a policy project intended to simulate the real-world environment where analysts and managers are given short time frames to research a topic that they know little or nothing about. Over forty-eight hours, students read relevant policy and research documents, write a memo detailing the evidence base and key issues, and give an oral presentation. The project takes place the week before fall courses begin, and incoming first-year students have the opportunity to view the presentations as part of their

orientation to the program. This component of the curriculum is a signature event and rite of passage each fall. Students also enroll in a two-term project sequence that serves as the synthesizing capstone of the curriculum. Over winter and spring terms of the second year of study, students work on real-world or simulated real-world projects that require conducting in-depth needs assessments, evaluations, cost-benefit analyses, or other applied research. A faculty member works closely with student groups on these projects over the two terms. Past projects have included a survey for a state commission to gauge attitudes among key shareholders on potential policy change, an analysis of administrative data on the impact of a postpolicy implementation on Oregonians, and an examination of three potential communities for a nonprofit's expansion.

Graduate Certificate in Nonprofit Management

The graduate certificate in nonprofit management prepares students for leadership in the nonprofit sector. The focused curriculum develops specific skills that are critical for success in managing nonprofit organizations.

Phenomenal growth in assets and activities of the nonprofit sector over the past two decades have led to career opportunities in the many areas of the nonprofit sector, including cultural and arts organizations, education, health care, human services, international development, and advocacy organizations. Nonprofit enterprise has broadened with developing sources of funding, and the complexities of its management require professional skills specific to the nonprofit sector.

Course Requirements

The certificate requires completion of 24 graduate credits. Core courses must be taken for letter grades unless offered P/N only.

Core	**15 credits**
Grant Proposal Writing (PPPM 522)	1
Resource Development for Nonprofit Organizations (PPPM 581)	4
Philanthropy and Grant Making (PPPM 586)	2
Managing Nonprofit Organizations (PPPM 680)	4
Public and Nonprofit Financial Management (PPPM 684)	4

Internship and Electives 9 credits

Students must complete 6 credits in Internship (PPPM 604) with a nonprofit organization or may use 6 credits of elective course work that covers material relevant to nonprofits. Elective credits may be taken in other departments. Information about elective courses or waiver of required courses is available from the nonprofit program director

Admission

Graduate students from any UO department may apply for admission and add the certificate to their degree programs. Students who hold a bachelor's degree from an accredited university may apply to complete the certificate as a stand-alone program. Applications are reviewed for admission four times a year. Complete information about admission to the program is available on the nonprofit management certificate section of the department's website.

Graduate Certificate in Oregon Leadership in Sustainability

The intensive Oregon leadership in sustainability (OLIS) graduate certificate program trains students in the concepts and skills of sustainability and is designed for those who want to prepare for emerging sustainability careers in the public, private, and nonprofit sectors. Students are immersed in an interdisciplinary learning community with an emphasis on practical experience, integrating issues of climate change, green economy, ecosystem services, green infrastructure, and social justice.

Key elements

- One year of full-time study (exceptions on a case-by-case basis)
- Students take core courses together throughout the year

- Courses taught by members of the UO faculty on the Eugene campus
- The content area of the practicums may range from energy and transportation to water, climate action planning, and sustainable real estate development
- Includes three one-term practicums in which students work with a client organization, integrating skill-based modules on leadership, analysis tools, and implementation

Course Requirements	**41 credits**
Green Cities (PPPM 545)	4
Seminar: Energy and Climate Change (PPPM 607)	4
Seminar: Individual Paper (OLIS 607)	4
One from Workshop: Leadership I, II, or III (OLIS 608)	5
Sustainability Leadership Practicum I,II,III (OLIS 611, 612, 613)	12
Urban Ecological Design (OLIS 620)	4
Two 4-credit, graduate-level elective courses from a list of approved courses available in the department office	8

Students may participate in the program as a stand-alone certificate or may choose to pursue the program concurrently with another graduate program.

Concurrent Master's Degrees

Students may participate in a concurrent master's degree program. The fields of planning and of public policy and management draw on knowledge and expertise from other areas such as business, law, economics, political science, environmental studies, geography, landscape architecture, and architecture. Through the concurrent degree program, students enroll in two master's programs simultaneously in order to complete requirements for both degrees with three years of course work. Students interested in this option should seek program advice from a member of the faculty. Students must be admitted to both programs and make special arrangements with both program directors.

Community Service Center

The Community Service Center, an interdisciplinary organization, assists Oregon communities by providing planning and technical assistance to help solve local issues, improve the quality of life in rural Oregon, and help make Oregon communities more self-sufficient.

The center incorporates a number of programs including those listed below:

Community Planning Workshop. See description under Planning Curriculum.

Resource Assistance for Rural Environments (RARE). The Americorps program, RARE, trains graduate-level 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 $5,550 when they finish their service. Members do not need to be matriculated students. More information about this program is available on the department website.

The Oregon Partnership for Disaster Resilience (OPDR). The partnership promotes risk reduction and mitigation activities around the state through local plan development support, research and technical resource development, training, and capacity building, offering service-learning opportunities to graduate students in planning, policy, environmental studies, and other university programs. The partnership coordinates three program areas: the Oregon Predisaster Mitigation Program; the Disaster-Resilient University Program, including the UO Integrated Emergency Management Program; and the Long-Term Postdisaster Recovery Planning initiative.

Planning, Public Policy and Management (PPPM)

Every course cannot be offered every year; students should consult the most recent UO Schedule of Classes online or inquire at the department office.

199 Special Studies: [Topic] (1-5R)

201 Introduction to Planning, Public Policy and Management (4) Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their

economic, social, and political contexts.

202 Healthy Communities (4) Historical relationships of public policy, planning, and public health; how public policies can promote health; relationship of planning and policies to inequalities in health outcomes.

205 Introduction to City Planning (4) Introduction to planning, using urban issues as lenses to explore transportation, housing, environment, and social equity as critical elements shaping where and how people live.

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.

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.

327 Global Leadership and Change (4) Explores the role of leadership in global social, economic, and ecological sustainability. Considers population, consumption, technology, diversity, scale, nonviolent change, and community.

331 Environmental Management (4) Introduction to environmental management. Focuses on solutions to problems in managing population, pollution, and resources.

340 Climate-Change Policy (4) Overview of climate change policy; topics include cap and trade, carbon tax, fuel efficiency standards, biofuel standards, and renewable portfolio standards. Jacobsen.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

404 Internship: [Topic] (1-12R) Twelve-credit maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: PPPM 412.

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

406 Special Problems: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-5R) Trial courses are taught under these numbers. See the online class schedule for current titles.

412 Internship Development (1) Orientation to the department's internship program. Includes overview of public service organizations, assessment of career interests, and guided search for an internship. R. Smith.

413 Quantitative Methods (4) Introduction to the use of quantitative techniques to answer questions related to planning, public policy and management. Jacobsen.

415 Policy and Planning Analysis (4) Applied problem-solving in the public policy and planning process. Examines the theoretical and methodological underpinnings of policy and planning analysis. Prereq: EC 201. Leete.

418/518 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

419 Community Planning Workshop (1-5R) Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. Parker. **R** once for maximum of 10 credits.

422/522 Grant Proposal Writing (1) Introduction to the process of preparing grant applications and material for funded research. Choquette.

425/525 Project Management (4) Application of specific techniques that, if implemented, lead to projects being completed on time, within budget, and with appropriate quality.

426/526 Strategic Planning for Management (4) Process of strategic planning for communities and public and nonprofit organizations.

432/532 Urban Revitalization (4) Examines the political, economic, institutional, and social forces that affect the long-term vitality of cities and communities and how those factors relate to community redevelopment.

Emphasis on revitalizing low-income multicultural communities. Sandoval.

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

436/536 Social Planning Geographic Information Systems (5) Application of existing and new GIS skills to real-world projects in the area of social planning. Prereq: PPPM 434/534 or equivalent. Schlossberg. Not offered 2013-14.

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.

442/542 Sustainable Urban Development (4) Introduces issues revolving around cities as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

443/543 Natural Resource Policy (4) Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.

444/544 Environmental Policy (4) Overview of policies related to the environment: examines the design and effectiveness of specific policies. Jacobsen.

445/545 Green Cities (4) Examines the history and future of the interface between urban growth and environmental concerns, and the technological, social, and political forces that continue to shape it.

446/546 Socioeconomic Development Planning (4) Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and social and economic well-being while avoiding environmental degradation.

448/548 Collaborative Planning and Management (4) Explores theory and practice of collaboration. Presents a variety of collaboration settings with a focus on environmental and natural resource management. Margerum.

452/552 Public Participation in Diverse Communities (4) Review of community engagement strategies and tools for encouraging public participation in low-income and ethnically diverse communities. Sandoval.

455/555 Social Planning and Policy: [Topic] (4R) Topics may include health, crime, youth, inequality, international development, or terrorism. Prereq for 455: PPPM 415; Prereq for 555: PPPM 636. **R** twice for a total of 12 credits.

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

465/565 Program Evaluation (4) Introduction to the design and implementation of program evaluations. Chrisinger.

480 Nonprofit Management I (4) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations. Prereq: PPPM 280.

481/581 Resource Development for Nonprofit Organizations (4) Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns. Irvin.

484 Public and Nonprofit Financial Management (4) Introduction to financial management for public agencies and nonprofit organizations. Topics include budget processes, financial statements, financial resource management (taxes, donations, grants), expenditure systems, and capital project analysis. Irvin, Leete.

486/586 Philanthropy and Grant Making (2) History, economics, and practice of philanthropy and grant making in the United States. Students study philanthropy from a multidisciplinary perspective and finish the quarter by awarding a $15,000 grant to a nonprofit organization of their choice. Irvin.

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.

503 Thesis (1-16R)

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

604 Internship: [Topic] (1-10R) Twelve-credit maximum per term. Faculty-supervised participation in activities of public or private community agencies and organizations; coordinated instruction. R. Smith.

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

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

607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-16R)

609 Terminal Project (1-16R)

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

611 Introduction to Planning Practice (4) Explores the concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions. Margerum.

612 Legal Issues in Planning (4) Federal-state legal relationships, role of the courts in reviewing public-sector decision-making, sources of the law, issues in land-use regulation, and basic legal research skills.

613, 614 Planning Analysis I,II (5,5) 613: Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis. **614:** Applications of geographic information system technology. Sequence. Parker, Yang.

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. Sandoval.

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. Lewis.

618 Public Sector Theory (4) Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management.

620 Research Methods in Planning (4) Communicate, execute, and evaluate research in the public sector. Students conduct original research projects from problem formulation through data analysis. Sandoval, Yang.

623 Professional Development in Public Administration (1) Articulating preliminary career goals and mapping the necessary steps to accomplish these goals. R. Smith.

625, 626 Community Planning Workshop (5,5) Two-term sequence of planning and problem-solving courses. Students working in teams conduct research and develop solutions to planning problems for a client community. Parker.

628 Public Sector Economics (4) Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, and user fees. Leete.

629 Public Budget Administration (4) Resource allocation through the budget process. Analysis of budget systems, service costing, and citizen participation in the budget process.

633 Public Management (4) Theory and practice of public service management; leadership and organizational capacity building, including key management activities for developing effective public service organizations. Chrisinger.

634 Strategic Planning (4) Process of strategic planning for communities, public organizations, and nonprofit agencies.

636 Public Policy Analysis (4) Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented. Prereq: PPPM 628 or equivalent. Leete.

637 MPA 48-Hour Policy Analysis Project (1) Students team to produce a professionally oriented policy analysis memorandum and presentation on an assigned topic in a 48-hour period. Prereq: PPPM 636. Leete.

638, 639 MPA Capstone Applied Research Project I,II (5,5) Team prepare applied research projects for client organizations using analytical and management skills to solve problems in public policy analysis or public management. Sequence. Prereq for 638: PPPM 618, 629, 633, 636, 657, 684. Chrisinger.

656 Quantitative Methods (5) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results. Jacobsen.

657 Research Methods in Public Policy and Management (4) Survey of research methods used in the analysis of public policy issues. Emphasis is on determining the appropriate methodology for a given research question. Prereq: PPPM 656. Chrisinger, Ngo.

680 Managing Nonprofit Organizations (4) Principles of effective management of nonprofit organizations. Governance, strategy, legal structure and standards, and volunteer administration.

684 Public and Nonprofit Financial Management (4) Financial management overview for public agencies and nonprofits, including budget processes, financial statements, resource management, expenditure systems, capital project analysis, and internal management control processes. Irvin.

687 Nonprofit Board Governance (1R) Students serve on governing boards of nonprofit organizations for one year: fall, winter, and spring terms.

688 Nonprofit Consultancy (4) Student teams complete projects for nonprofit organizations, assessing organizational needs and capacity, evaluating alternative strategies, and recommending solutions for organizational success.
690 Student Research Colloquium (1-3R) Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. **R** for maximum of 3 credits.

Oregon Leadership in Sustainability Courses (OLIS)

601 Research: [Topic] (1-12R) R when topic changes.

604 Internship: [Topic] (1-12R) R when topic changes.

605 Reading and Conference: [Topic] (1-16R) R when topic changes.

606 Special Problems: [Topic] (1-16R) R when topic changes.

607 Seminar: [Topic] (1-5R) R when topic changes.

608 Workshop: [Topic] (1-16R) R when topic changes.

609 Practicum: [Topic] (1-5R) R when topic changes.

610 Experimental Course: [Topic] (1-5R) R when topic changes.

611, 612, 613 Sustainability Leadership Practicum I,II,III (4,4,4) Sequence of intensive, applied coursed required for students pursuing the Oregon leadership in sustainability (OLIS) certificate.

620 Urban Ecological Design (4) Strategies for enhancing the sustainable performance of urban environments.

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Product Design

Kiersten Muenchinger, Program Director
541-346-6697

277A Lawrence Hall

http://pd.uoregon.edu

Faculty

John Arndt, assistant professor (product design). BFA, 1997, Alfred; MDes, 2006, Design Academy Eindhoven. (2008)

Trygve Faste, assistant professor (product design). BA, 1997, Whitman College; MFA, 2004, Cranbrook Academy of Art. (2010)

Jason O. Germany, assistant professor (product design). BS, 1999, Montana State; MFA, 2010, Washington (Seattle). (2010)

Kiersten Muenchinger, associate professor (product design). BA, 1993, Dartmouth College; MS, 1998, Stanford. (2008)

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

About the Program

The Product Design Program rigorously explores the invention, production, and use of products. It integrates the theories and applied practices in the design, art, and architecture disciplines, creating collaborative opportunities across campus with the business school and the anthropology and chemistry departments. The critical research and design work produced by students and faculty members has an impact on both the local and international design communities.

The program exposes and expands on the significance of materials in products, helping students develop an understanding of how aspects of sustainability and ergonomics, tactile and visual aesthetics, and structural integrity can influence their choices in materials.

Program Overview. The program offers a bachelor of arts (BA) or bachelor of science (BS) degree in material and product studies on the Eugene campus, and a bachelor of fine arts (BFA) degree in product design in Portland. The degree in material and product studies is a four-year liberal arts program designed to prepare students for the BFA program in product design. Students enrolled in the material and product studies degree option share a foundation in design, graphics, drawing, and art history with majors in both architecture and art.

Eugene. Students studying for the bachelor's degree in material and product studies are well-equipped with computer and digital-imaging labs, new digital computer-controlled mill, laser cutter, wood shop, digital loom, metals and ceramics shops, large-format printing facility, and other specialized art studios in Lawrence Hall and the Northsite studio complex. The Eugene campus has strong undergraduate and graduate degree programs in architecture, art, ceramics, digital arts, fibers, interior architecture, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. In addition, students have access to other university resources, such as the architecture and allied arts and main libraries, Student Recreation Center, Erb Memorial Union, and Craft Center.

Portland. Students pursuing the fifth-year product design BFA degree work at the university's new facility in Portland's Old Town Historic District. The White Stag Block houses studio facilities, digital fusion laboratory, classrooms, library, exhibit and research spaces, and work areas for students and faculty members. An integrated shop and an output center for two- and three-dimensional computer numerical controlled production are available. Product design students benefit by interacting with students of other professional disciplines, such as digital arts and architecture. An internship component of the BFA program gives students access to design professionals and direct experience at leading Northwest design companies.

Preparation. High school and college students interested in product design should prepare themselves by taking courses in the following subjects:

1. Fine arts and design (e.g., drawing, painting, sculpture, two- and three-dimensional design, fiber arts, metal arts, ceramics, drafting, art history, architecture, furniture or interior design)
2. Social sciences (e.g., sociology, psychology, cultural anthropology)

3. Sciences and mathematics (e.g., physics, algebra, geometry)
4. Humanities (e.g., literature, writing)

To better understand the professional field, prospective students may plan to visit and discuss opportunities with local designers and firms practicing product design.

Product design students are required to own a laptop computer. If students purchase recommended equipment, they are eligible for technical support from our computing staff. Recommended systems are listed on the program's website. Purchase of a digital camera to record studio work and use for classroom assignments is strongly advised.

Undergraduate Studies

Application to the major. The major in product design is an intensive, limited-enrollment program. Acceptance is competitive and based on documented evidence of potential to excel in the field. Admission screening takes place once a year and requires review of a portfolio of visual materials submitted by each applicant. These portfolios should display promise and creativity, but need not demonstrate extensive experience in design or product-related projects. Applications that don't include visual materials are not reviewed.
Students apply directly to the Product Design Program for admission as majors. The postmark deadline for applications is January 15 for fall term admission. Visit the program website for the application form and instructions.

BA and BS Material and Product Studies Requirements

Students must complete a minimum of 180 credits and satisfy general-university requirements for a bachelor of arts or bachelor of science degree.

Course Work

Core Courses	**36 credits**
Surface, Space, and Time (ART 115)	4
Core Interdisciplinary Laboratory (ART 116)	4
Design Drawing (PD 233)	4
Designers' Tools (PD 240)	4
Print Media Digital Arts (ARTD 250)	4
One studio course chosen from ceramics (ARTC), fibers (ARTF), metalsmithing and jewelry (ARTM), sculpture (ARTS), or product design (PD)	4
Understanding Contemporary Interiors (IARC 204)	4
Two art history courses, including History of Design (ARH 358)	8

Students majoring in architecture or interior architecture may substitute the first three courses-ART 115, ART 116, and PD 233-with Architectural Design I (ARCH 283, 6 credits), and Architectural Design II (ARCH 284, 6 credits)

Upper-Division Studio Courses	**55-56 credits**
Introduction to Design Studio (PD 301)	4
Drawing (PD 323)	4
Design for Use (PD 340)	4
Objects and Impacts (PD 350)	4
Design Process (PD 370)	4
Computer-Assisted Design and Production (PD 430)	4
Introductory Painting I (ARTP 281) or Color Theory and Application for the Built Environment (IARC 447)	3-4

Personal Studio (PD 483), Global Studio (PD 484), Corporate Studio (PD 485)	12
Upper-division electives chosen from art (ART), ceramics (ARTC), fibers (ARTF), interior architecture (IARC), metalsmithing and jewelry (ARTM), product design (PD), or sculpture (ARTS)	16

Other Requirements	**12 credits**
Introduction to Business (BA 101)	4
World Cultures (ANTH 161)	4
Marketing: Creating Value for Customers (BA 317)	4

Recommended Electives. 300- or 400-level courses in ceramics, fibers, and metalsmithing and jewelry. Students may select electives from all courses taught within the School of Architecture and Allied Arts. Students are welcome to propose courses from outside the school to fulfill product design electives, although they require approval by the Product Design Program director.

BFA Product Design Requirements

Students must complete a minimum of 220 credits, including requirements for the bachelor or arts or bachelor of science in material and product studies or its equivalent.

Admission to the bachelor of fine arts program requires an application that includes a portfolio review of the student's work, usually in the last term of the fourth year of study. Students accepted to the BFA program from schools other than the University of Oregon should speak with an advisor to determine how their credits will transfer. Prerequisites may require the student to spend more than one year in the program.

Course Work	**42 credits**
Three courses in art history (ARH)	12
BFA Internship (PD 404)	12
BFA Studio I,II,III (PD 486, 487, 488)	18

Students who have completed a comparable four-year degree in material and product studies at another institution may be admitted to the fifth-year BFA program. Such BFA candidates must satisfy the university's 45-credit residence requirement.

Graduate Studies

Product Design Courses (PD)

101 Introduction to Product Design (4) Examines how designers invent things that help people through interviews with design superstars, drawing techniques, photo documentation, computer-aided design, and design portfolio creation.

198 Workshop: [Topic] (1-12R)

199 Special Studies: [Topic] (1-5R)

223 Beginning Design Drawing (4) Focuses on perspective, line weight, construction with primary shapes, and shading in the creation of three-dimensional objects.

240 Designers' Tools (4) Quick model-making and additive, subtractive, and mold-using fabrication methods are applied in the creation of products in three separate projects. Prereq: ART 115, 116, PD 223.

301 Introduction to Design Studio (4) Students observe and design solutions for problems on campus in three team-based projects. Prereq: PD 101.

323 Design Drawing (4R) Introduces specific techniques in drawing and modeling objects and their spatial context; the demonstration and implementation of various media and types of drawing. Prereq: ART 115, 116, PD 223 ***or*** ARCH 283, 284. **R** once for a maximum of 8 credits.

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

350 Objects and Impacts (4) Explores how design influences and is influenced by materials and manufacturing processes. Lectures, readings, and discussions present sustainability, aesthetic, and functional aspects of product design. Prereq: PD 340.

370 Design Process (4) Explores various research methods and aspects of the design process from several disciplinary and professional perspectives using multiple role-playing and problem-solving possibilities. Lectures, readings, discussions. Prereq: PD 340.

399 Special Studies: [Topic] (1-5R)

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

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

404 BFA Internship (4R) Students work in a designer's office, at a manufacturer's business, or in a research-based center; professional mentors provide specialized management of student and grade performance. BFA standing required. **R** for three terms of student's BFA year.

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

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

407 Seminar: [Topic] (1-4R) R with instructor's permission.

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

410 Experimental Course: [Topic] (1-6R) R with instructor's permission.

430 Computer-Assisted Design and Production (4) Meshes virtual and physical design techniques on projects through the use of both shop tools and computer-aided design and manufacturing software and equipment. For students majoring in material and product studies. Prereq: ART 115, 116, PD 223 or ART 233.

440 Advanced Designers' Tools (4) Designing a production line for twenty identical items. Prereq: PD 240, 350.

450 Footwear Drawing: Analog (4) Teaches specific drawing techniques used by and specified in the footwear industry to convey ideas, direct prototype production, and direct marketing.

451 Footwear Drawing: Digital (4) Teaches specific digital drawing presentation standards that are used for marketing, prototyping, and preproduction phases of design. Prereq: PD 450.

453 Footwear Materials and Process (4) Covers the processes used and preferred in various footwear sectors and the design rules for those processes.

455 Footwear Design History (4) Students gain knowledge of the concepts and principles of footwear history as an historic artifact and as a focus of fashion and industrial design.

459 Footwear Studio Capstone (6R) Focuses on finding a concept for a new piece of footwear, and developing that concept to a production-ready presentation format. **R** twice.

483 Personal Studio (4R) Design studio focuses on personal questions that are explored through active design development. Questions may relate to issues of user interface, sustainability, or societal problems. Sequence with PD 484, 485. Prereq: PD 323, 340, 350, 370, and senior standing in architecture, art, or interior architecture. **R** twice for a maximum of 12 credits.

484 Global Studio (4R) Design studio focuses on global questions explored through active development. Questions may relate to issues of user interface, sustainability, or societal problems. Only for seniors with declared major status in architecture, art, interior architecture, or product design. Sequence with PD 483, 485. Prereq: PD 483 and senior standing in architecture, art, or interior architecture. **R** twice for a maximum of 12 credits.

485 Corporate Studio (4R) Design studio focuses on corporate questions that are explored through active design development. Questions may relate to issues of user interface, sustainability, or societal problems. Sequence with PD 483, 484. Prereq: PD 484 and senior standing in architecture, art, interior architecture, or product design. **R** twice for a maximum of 12 credits.

486 BFA Studio I (6) Explores problems that stress design development through innovation and the responsibility to solve complex societal, functional, and aesthetic issues. Seminar component fosters theoretical, professional, and creative discussion. BFA standing required.

487, 488 BFA Studio II,III (6,6) Interactive studios in which students engage in independent project-based learning. Sequence with PD 486. Prereq: PD 486, BFA standing.

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Charles H. Lundquist College of Business

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Accounting Faculty

Robin P. Clement, senior instructor (financial accounting theory, consolidations). BSBA, 1979, Ohio State; MBA, 1983, Wisconsin, Milwaukee; PhD, 1994, Michigan State. (2003)

Bruce L. Darling, instructor (financial, auditing, information systems). BA, 1973, College of Wooster; MBA, 1990, MAFIS, 1994, Cleveland State; CPA, Ohio, Oregon. (2007)

Angela K. Davis, associate professor (financial reporting, valuation). BS, 1993, Idaho; PhD, 2001, Washington. (2006)

David A. Guenther, Scharpf Professor of Accounting (taxation, financial reporting). BA, 1976, Califonia State, San Bernardino; PhD, 1990, Washington. (2005)

Michele L. Henney, senior instructor (auditing, taxation, financial accounting). BS, 1982, Califonia State; MS, 1988, Golden Gate; PhD, 1994, Oregon; CPA, Oregon. (2004)

Xuesong Hu, assistant professor (financial accounting). BA, 1996, Beijing; MS, 2001, National University of Singapore; PhD, 2006, Southern California. (2006)

Linda K. Krull, associate professor (taxation, financial accounting). BS, 1992, Indiana, Bloomington; MAcc, 1994, Florida; PhD, 2001, Arizona. (2008)

Steven R. Matsunaga, Charles E. Johnson Memorial Professor of Accounting (executive compensation, managerial incentives). BA, 1979, San Francisco State; MBA, 1984, William and Mary; PhD, 1992, Washington (Seattle); CPA, California. (1992)

Kenneth Njoroge, assistant professor (earnings quality, financial and cost accounting). BS, 1990, Nairobi; MS, 2005, Nebraska, Lincoln; PhD, 2009, Duke. (2009)

Kyle Peterson, assistant professor (financial reporting and disclosure). BS, 2001, MAcc, 2001, Brigham Young; PhD, 2008, Michigan, Ann Arbor. (2008)

Joel Sneed, senior instructor (financial and international accounting, corporate and individual taxation, accounting information systems). BS, 1986, MA, 1988, Appalachia State; PhD, 2001, Arizona. (2000)

Michael P. Tomcal, instructor (financial accounting, cost accounting, federal taxation). BS, 1982, DePaul; MEd, 2005, Oregon State; MActg, 2005, Oregon. (2006)

Ryan J. Wilson, associate professor (taxation, financial accounting). BS, 1999, Oregon; PhD, 2007, Washington (Seattle). (2013)

Emeriti

Helen Gernon, professor emerita. BBA, 1968, Georgia; MBA, 1972, Florida Atlantic; PhD, 1978, Pennsylvania State; CPA, Florida. (1978)

Raymond D. King, professor emeritus. BS, 1971, Montana State; MBA, 1974, Montana; PhD, 1980, Oregon; CPA, Montana. (1982)

Dale Morse, professor emeritus. BA, 1969, MBA, 1975, Oregon; PhD, 1978, Stanford. (1991)

Terrence B. O'Keefe, professor emeritus. BA, 1963, Wittenberg; MS, 1967, PhD, 1970, Purdue. (1980)

Decision Sciences Faculty

Tolga Aydinliyim, assistant professor (operations management, supply-chain coordination, scheduling). BS, 2003, Middle East Technical; PhD, 2007, Case Western Reserve. (2007)

James C. Bean, Harry B. Miller Professor of Business (operations research). BS, 1977, Harvey Mudd; MS, 1979, PhD, 1980, Stanford. (2004)

Eren Cil, assistant professor (service operations, applied game theory, queuing theory and supply-chain

management). BS, 2006, Middle Eastern Technical; MS, 2006, Koc; PhD, 2010, Northwestern. (2010)
Yue Fang, associate professor (financial econometrics, forecasting, time series analysis). BA, 1984, MA, 1987, Tsinghua; MS, 1994, PhD, 1996, Massachusetts Institute of Technology. (1996)

Xing Hu, assistant professor (revenue management, supply-chain management, operations and marketing interface). BS, 2006, Peking; MPhil, 2008, PhD, 2012, New York. (2011)

Sergio Koreisha, Philip H. Knight Professor of Business (forecasting, time series analysis, econometric modeling); associate dean, academic affairs. BS, 1974, MEngr, 1975, California, Berkeley; DBA, 1980, Harvard. (1980)

Nagesh N. Murthy, Thomas C. Stewart Distinguished Professor; associate professor (supply-chain management, revenue management, new product development). BE, 1982, MMS, 1983, Birla Institute of Technology; MS, 1988, MA, 1994, PhD, 1997, Ohio State. (2003)

Michael Pangburn, associate professor (supply chains, information management, operations management). BS, 1990, Virginia Polytechnic Institute and State University; MS, 1993, PhD, 1997, Rochester. (2002)

Zhibin Yang, assistant professor (operations management, supply-chain risk management, supply contract design). BS, 1994, Southwest Jiaotong; MS, 2002, Arizona State; PhD, 2009, Michigan, Ann Arbor. (2009)

Fang Yin, instructor (electronic commerce, recommender systems, business value of IT). BA, 1992, Peking; PhD, 2002, Texas, Austin. (2008)

Yongli Zhang, assistant professor (data mining, high-dimensional data, model selection). BS, 1996, Science and Technology of China; MS, 2003, Ohio State; PhD, 2007, Minnesota, Twin Cities. (2010)

Emeriti

James E. Reinmuth, professor emeritus. BA, 1963, Washington (Seattle); MS, 1965, PhD, 1969, Oregon State. (1967)

Larry E. Richards, associate professor emeritus. BA, 1962, MBA, 1963, Washington (Seattle); PhD, 1969, California, Los Angeles. (1966)

Finance Faculty

Julian D. Atanassov, assistant professor (financial management, international finance, corporate governance). BA, 1992, Sofia; MA, 1998, Manchester; PhD, 2006, Michigan, Ann Arbor. (2006)

Deborah J. Bauer, senior instructor (investment strategies, competitive analysis). BS 1997, Bryant; MS, 2001, Oregon. (2001)

Vineet Baghwat, acting assistant professor (corporate finance, venture capital). BA, BS, 2006, Stanford. (2012)

John Chalmers, associate professor (financial management, investments). BA, 1985, Middlebury; MS, 1992, PhD, 1995, Rochester. (1996)

Diane Del Guercio, associate professor (international finance, investments). BA, 1986, California, Santa Barbara; MA, 1989, PhD, 1994, Chicago. (1994)

Jennifer M. Ellis, senior instructor (microeconomics, international finance, monetary economics). BA, 1977, MA, 1978, Essex; PhD, 1992, Oregon. (1997)

Ali Emami, senior instructor (international finance, financial institutions). BS, 1972, National University of Iran; MS, 1980, Oregon; PhD, 1988, Oregon State. (1991)

Roberto C. Gutierrez Jr., associate professor (investments). BS, 1992, Tulane; PhD, 1999, North Carolina, Chapel Hill (2003)

Xiaoding Liu, assistant professor (corporate finance, corporate governance). BS, 2005, MS, 2006, PhD, 2012, Florida. (2012)

Stephen B. McKeon, assistant professor (corporate finance, behavioral finance). BS, 2000, Oregon; MS, 2009, PhD, 2011, Purdue, West Lafayette. (2011)

Philip J. Romero, professor (economic policy, taxation, business strategy). BA, 1983, Cornell; MA, 1984, PhD, 1988, Rand Graduate. (1999)

Zhi (Jay) Wang, assistant professor (investments, hedge funds, corporate finance). BA, 1994, Peking; MS, 1998, PhD, 2000, Iowa State; PhD, 2004, Michigan, Ann Arbor. (2012)

Emeriti

Larry Y. Dann, professor emeritus. BS, 1967, Northwestern; MBA, 1969, Harvard; PhD, 1980, California, Los Angeles. (1977)
Jerome J. Dasso, professor emeritus. BS, 1951, Purdue; MBA, 1952, Michigan; MS, 1960, PhD, 1964, Wisconsin, Madison. (1966)

Michael H. Hopewell, associate professor emeritus. BA, 1963, MBA, 1967, PhD, 1972, Washington (Seattle). (1969)

Wayne H. Mikkelson, professor emeritus. BA, 1974, Macalester; MS, 1978, PhD, 1980, Rochester. (1984)

George A. Racette, associate professor emeritus. BA, 1966, Stanford; MBA, 1967, Michigan; PhD, 1972, Washington (Seattle). (1974)

Management Faculty

Ron C. Bramhall, senior instructor (persuasive communication, team development, experiential education); director, Lundquist College of Business Honors Program. BS, 1989, Texas, Arlington; MBA, 2000, Oregon. (2003)

Thomas L. Durant, instructor (entrepreneurship, strategic planning, global business management). BS, 1972, MBA, 1974, Southern California; MA, 2006, George Fox Evangelical Seminary. (2010)

David T. Dusseau, Donald A. Tykeson Senior Instructor of Business (organizational behavior, international management). BS, 1975, Ohio State; MBA, 1985, PhD, 1992, Oregon. (1992)

Elizabeth Hjelm, senior instructor (business strategy, performance measurement, strategy implementation). BA, 1980, Notre Dame; MMgmt, 1982, Northwestern. (2003)

Jennifer Howard-Grenville, associate professor (organizational change, environmental management, institutional and cultural processes). BSc, 1990, Queen's (Kingston, Ontario); MA, 1992, Oxford; PhD, 2000, Massachusetts Institute of Technology. (2007)

Charles Kalnbach, senior instructor (organizational leadership, organizational performance improvement, instructional technology). BA, 1991, Thomas Edison State; MS, 1995, Indiana, Bloomington; MEd, 2008, Nova Southeastern. (2003)

Andrew J. Nelson, assistant professor (technology management, entrepreneurship, organization theory). BA, 1998, Stanford; MS, 2000, Oxford; PhD, 2007, Stanford. (2008)

Anne Parmigiani, associate professor (strategic management, supply-chain management, entrepreneurship). BS, 1987, MBA, 1996, Pennsylvania State; PhD, 2003, Michigan, Ann Arbor. (2004)

Michael V. Russo, Charles H. Lundquist Professor of Sustainable Management (corporate policy and strategy, environmental management). BS, 1979, Columbia; MS, 1980, Stanford; MBA, 1986, PhD, 1989, California, Berkeley. (1989)

Ronald Severson, senior instructor (business communication, cross-cultural studies). BA, 1979, Willamette; MA, 1989, Oregon; PhD, 1999, Utah. (1996)

Taryn L. Stanko, assistant professor (communication technology and virtual work, management of multiple roles, organizational behavior). BA, 1995, California, Los Angeles; MBA, 2002, New York; PhD, 2008, California, Los Angeles. (2008)

William H. Starbuck, courtesy professor in residence (organizational design, decision processes, research methods). AB, 1956, Harvard; MS 1959, PhD, 1964, Carnegie Institute of Technology. (2005)

Tina Starr, instructor (international human resource management, organizational behavior). BS, 2000, Derby; MS, 2001, PhD, 2006, Nottingham. (2011)

Jeffrey J. Stolle, instructor (ethics, critical thinking). BA, 1990, St. Thomas (Minnesota); MA, 1994, Vanderbilt; PhD, 2001, Oregon. (2007)

James R. Terborg, Carolyn S. Chambers Professor of Business (organizational psychology, organizational behavior). BA, 1970, Calvin; MS, 1972, Eastern Michigan; PhD, 1975, Purdue. (1980)

Rosemarie Ziedonis, associate professor (intellectual property, technology strategy, innovation). BA, 1988, North Carolina, Chapel Hill; PhD, 2000, California, Berkeley. (2010)

Emeriti

Warren B. Brown, professor emeritus. BS, 1955, Colorado; MS, 1957, Stanford; MS, 1959, PhD, 1962, Carnegie-Mellon. (1967)

Eaton H. Conant, professor emeritus. BS, 1956, MS, 1958, PhD, 1960, Wisconsin, Madison. (1966)

Alan D. Meyer, professor emeritus. BA, 1968, MBA, 1970, Washington (Seattle); PhD, 1978, California, Berkeley. (1984)

Peter K. Mills, professor emeritus. BS, 1970, MBA, 1971, California State, Long Beach; PhD, 1978, Stockholm;

PhD, 1980, California, Irvine. (1995)
Richard T. Mowday, professor emeritus. BS, 1970, San Jose; MS, 1972, PhD, 1975, California, Irvine. (1977)

Richard M. Steers, professor emeritus. BA, 1967, Whittier; MBA, 1968, Southern California; PhD, 1973, California, Irvine. (1975)

Marketing Faculty

David M. Boush, Gerald B. Bashaw Professor of Business (marketing management, marketing research, consumer behavior). BA, 1975, Wisconsin, Madison; MBA, 1977, PhD, 1988, Minnesota, Minneapolis. (1987)

T. Bettina Cornwell, Edwin E. and June Woldt Cone Professor of Marketing (marketing communications, corporate sponsorship, consumer behavior); director of research, James H. Warsaw Sports Marketing Center. BA, 1981, Florida State; MBA, 1983, PhD, 1988, Texas, Austin. (2010)

Michael F. Dore, instructor (marketing, advertising); director, undergraduate honors. BS, 1971, MBA, 1972, Southern California. (1996)

Anne M. Forrestel, senior instructor (marketing strategy, leadership, sustainable business). BA, 1972, Williams College; MS, 1974, MBA, 1985, Michigan, Ann Arbor. (1997)

Conor Henderson, acting assistant professor (marketing strategy, business-to-business marketing, sales). BA, 2008, Gonzaga; MS, 2010, Washington (Seattle). (2013)

Lan Jiang, assistant professor (consumer behavior, marketing research). BA, 2001, Peking; MA, 2005, Simon Fraser; PhD, 2010, British Columbia. (2010)

Lynn R. Kahle, Ehrman V. Giustina Professor of Marketing (consumer behavior, communications). BA, 1973, Concordia; MA, 1974, Pacific Lutheran; PhD, 1977, Nebraska. (1983)

Robert Madrigal, associate professor (consumer behavior, sports marketing). BA, 1976, MA, 1979, California State, Chico; PhD, 1990, Oregon. (1995)

Katie Mercurio, assistant professor (marketing strategy, branding). BS, 2004, MS, 2006, PhD, 2010, Washington (Seattle). (2012)

Matthew O'Hern, assistant professor (marketing strategy, new product development). BS, 1990, Grinnell; MA, 1996, MBA, 2000, Indiana, Bloomington; PhD, 2009, Wisconsin, Madison. (2009)

Mark M. Phelps, Donald A. Tykeson Senior Instructor of Business (business law, entrepreneurship law). BS, 1972, JD, 1975, MBA, 1980, Oregon. (1979)

Whitney R. Wagoner, senior instructor and industry analyst (sports marketing, corporate sponsorship, consumer promotions). BS, 1996, Oregon; MBA, 2004, New York University. (2004)

Douglas L. Wilson, senior instructor (business and marketing plan development, market training). BS, 1978, Oregon State; MBA, 1990, Oregon. (1994)

Hong Yuan, associate professor (marketing strategy, marketing research, pricing). BS, 1997, Fudan; MA, 2001, PhD, 2005, Michigan, Ann Arbor. (2013)

Emeriti

Gerald S. Albaum, professor emeritus. BA, 1954, MBA, 1958, Washington (Seattle); PhD, 1962, Wisconsin, Madison. (1969)

Roger J. Best, professor emeritus. BSEE, 1968, California State Polytechnic; MBA, 1972, California State, Hayward; PhD, 1975, Oregon. (1980)

Marian Friestad, professor emerita. BA, 1981, MA, 1984, PhD, 1989, Wisconsin, Madison. (1987)

Del I. Hawkins, professor emeritus. BBA, 1966, MBA, 1967, PhD, 1969, Texas. (1970)

Dennis Howard, professor emeritus. BS, 1966, Oregon; MS, 1968, Illinois; PhD, 1974, Oregon State. (1997)

Peter Wright, professor emeritus. BA, 1966, North Carolina State; MBA, 1968, Virginia; PhD, 1971, Pennsylvania State. (1997)

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

About the College

The business college was established in 1914 as the School of Commerce. The name was changed to the School of Business Administration in 1921, then to the College of Business Administration in 1967. It was renamed the Charles H. Lundquist College of Business in 1994. Its academic programs are accredited by the Association to Advance Collegiate Schools of Business International-the undergraduate program since 1923, the graduate since

1962. The accounting programs have been separately accredited since 1989.
The Charles H. Lundquist College of Business offers programs of study leading to bachelor's degrees in accounting and business administration; a master of business administration; and master's and doctoral degrees in accounting, decision sciences, finance, management, and marketing. These programs provide a broad education in business management augmented by expertise in specific business disciplines. The study of business is supported by a liberal education that provides perspective on the societal effect of economic activity, both domestic and international.

To meet these broad educational objectives, the college requires that undergraduate majors take approximately 50 percent of their academic work outside the college. Within the college, professional courses focus on leadership and communication, knowledge in specific business disciplines, cross-disciplinary integration of business strategies, and the role of business in society. This educational foundation provides students with a skill set facilitating the transition from the university to the business world.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the direction of the UO Graduate School.

The Lillis Business Complex facilitates the ability of the Lundquist College of Business to deliver a world-class business education to its students. Designed to complement the college's team-based approach to learning, the complex enhances and enriches the business curriculum.

Research

Faculty members in the Lundquist College of Business carry on active programs of research, and are the recipients of numerous research awards. Their works are published in the leading academic journals of their disciplines, and many serve as editors or on the editorial boards of premier accounting, finance, management, marketing, and operations management journals.

Charles H. Lundquist College of Business Code of Professional Business Conduct: A Statement of Values

The Lundquist College of Business learning community is committed to a set of core values that guide members' interactions with one another. These values are as important in the Lundquist College community as they are in the business community. They help define members' actions in the community and what it means to be a business professional.

Integrity. Members of the Lundquist College community act with integrity and honesty, qualities that are essential in providing a basis for trust and go to the core of what is expected from business professionals.

Respect. Members of the community convey respect for the dignity of others. Relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. Community members are sensitive to the impact of words and actions on others.

Openness. Members of the community are encouraged to exchange ideas freely within the bounds of reasonable behavior, recognizing that learning requires an open environment.

Responsibility. Members act publicly and accept responsibility for their actions, understanding that the community keeps them accountable for their dealings. Members deliver on commitments and promises made to others.

Teamwork. The Lundquist College community is stronger when members work as a team, fostering attitudes that encourage community members to give and receive constructive criticism and develop creative solutions to challenges.

Business Technology Center

Shandon Bates, Director

541-346-3311

The center is dedicated to serving the needs of students and faculty and staff members of the Lundquist College, and oversees three networked labs with ninety-two PCs. This includes a thirty-seat open lab and two thirty-one seat labs that can be reserved by faculty members for software demonstration sessions. Accounts, file storage, and remote access are available to students currently enrolled in a business course. The systems run standard Microsoft software, including Microsoft Office and other software required for business courses. The lab houses

two high-capacity black-and-white printers and a single color printer, and provides binding services for a fee. The Lundquist College of Business offers four electronically enhanced group-study rooms for undergraduate business majors and may be reserved online. Also available for check-out are Mac and Dell video and power adapters, calculators, and presentation remotes. Wireless access to the Internet is available throughout the Lillis Business Complex, and all Lillis classrooms are equipped with a computer, projector, document camera, and sound system to enhance presentation capabilities.

Office of External Programs

541-346-3370

This office acts as a liaison between the college and external constituencies such as alumni, donors, corporate partners, and the greater business community. Responsibilities include fundraising, corporate and foundation relations, stewardship of donors, board relations, and communications. In addition, the office oversees the college's Portland and Engaging Asia initiatives.

Centers for Excellence

Experiential learning is a cornerstone of the educational experience in the Lundquist College of Business. The college provides undergraduate and graduate students many opportunities to take learning beyond theory through its many student-run clubs and activities, internships, practicums, and most prominently through the Centers for Excellence.

Business Innovation Institute

John Hull, Managing Director

541-346-8953

The institute integrates two of the signature centers in the Lundquist College of Business, the Center for Sustainable Business Practices and the Lundquist Center for Entrepreneurship, serving as a focal point for managing student-centered projects and activities such as the Technology Entrepreneurship Program, Venture Launch Pathway, Green Product Design Network, and Net Impact.

Center for Sustainable Business Practices

Laura A. Strohm, Program Manager

541-346-8846

The center prepares MBA students to integrate environmental, social, and financial stewardship into competitive business strategies. The center offers a collaborative program focused on supply-chain and operations management, organizational change for sustainability, performance measurement and governance, and life-cycle analysis. Within the Oregon MBA program, the center provides the platform for practical experience on sustainability; it complements the curriculum by giving students real-world experience in industry with consulting projects and internships, seminars, center-sponsored speakers, mentorships, and leadership opportunities.

Finance and Securities Analysis Center

Michelle Henney, Program Manager

541-346-3281

The Finance and Securities Analysis Center, created in partnership with industry professionals, provides students with practical experience in corporate finance, treasury managment, and investment management. The center augments the MBA curriculum by integrating finance and accounting with an orientation toward global markets. The center allows students to apply their academic course work to financial analysis and decision-making in real time, using state-of-the-art investment tools and analytics in close collaboration with the center's partners in industry.

Students will find unique opportunities to leverage the classroom into direct experience. The opportunities include management of live equity portfolios through the University of Oregon Investment Group and Emerging Markets Equity

Portfolio, the annual Engaging Asia tour, internships, seminars, visiting speakers, and mentoring opportunities. With this combination of scholarly research and industry experience, students receive thorough preparation for their careers as financial professionals and business leaders.

Lundquist Center for Entrepreneurship

Nathan Lillegard, Program Manager

541-346-3349

Developing new ideas, solving problems, and taking an innovative approach to business is what entrepreneurship is all about. The Lundquist Center for Entrepreneurship (LCE) helps students develop the tools, skills, and abilities to turn innovative ideas into reality, whether the idea is working for a Fortune 500 company or starting a business. Courses, internships, Entrepreneurs on Campus, and student-run clubs offer opportunities to develop entrepreneurial skills, attitude, and knowledge. The center's New Venture Championship is recognized as one of the top two business-plan competitions in the world. By creating opportunities for participants to gain from the experience and wisdom of successful entrepreneurs, the LCE program helps make students more competitive in today's business world.

James H. Warsaw Sports Marketing Center

Paul Swangard, Managing Director

541-346-3262

The mission of the Warsaw Sports Marketing Center is to understand and advance sports marketing and sports business leadership through research, education, and interaction between students, faculty members, and successful sports business professionals. As the first endowed sports marketing program in a college of business at a major public university, the Warsaw center supports curricula that lead to a concentration in sports business for the bachelor's degree program and to a sports business concentration area in the MBA degree program. Sports business courses cover such topics as sponsorship, law, event marketing, international sports marketing, sports products, and sports finance. The center organizes research, sports-industry internships, guest speakers, and a variety of nonclassroom experiences for students. Each year, the center hosts the nationally recognized Women in Sports Business Symposium.

Departments in the College

Department heads may be reached through the undergraduate Advising Office.

Accounting

David A. Guenther, Department Head

Accounting students are highly recruited by a variety of organizations-taking positions in public accounting firms, industry, and government. Accountants deal with issues ranging from the design of information systems to the formulation of acquisition strategies. Given the growing internationalization of business, career paths can even lead to exciting opportunities abroad. Accounting graduates of the University of Oregon include Phil Knight, Nike cofounder and chairman, and Charles H. Lundquist, the namesake of the UO business college.

The challenging curriculum emphasizes the development of skills in problem solving, analytical reasoning, and written and oral communication. Students participate in various real-world projects and obtain considerable computer experience. The relatively small size of the program allows meaningful student-faculty interaction. The Department of Accounting is one of only 120 accounting programs accredited by AACSB International.

The accounting major is described under Major Requirements in the **Undergraduate Programs** section of this catalog.

Decision Sciences

Yue Fang, 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

Diane Del Guercio, Department Head

The Department of Finance offers courses in finance and business economics. The curriculum is designed to impart an understanding of the principles of finance and to provide students with analytical training. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis to the solution of business problems.

The department offers a concentration in finance for the undergraduate major in business administration. The concentration in finance is described under Major Requirements in the **Undergraduate Programs** section of this catalog.

Management

James R. Terborg, Department Head

Department of Management courses prepare students for the challenges of managerial responsibility in private and public organizations. They are useful for students who want to develop general management skills that can be applied in a variety of contexts, ranging from new business start-ups to global businesses. Management courses also serve students who are concentrating in other areas of business and who recognize the importance of developing management and leadership skills to enhance their chances for career advancement. Courses focus on such critical management and leadership skills as launching new business ventures, negotiation and conflict resolution, managing in dynamic and changing environments, and international management.

The entrepreneurship concentration prepares students for careers in entrepreneurially driven firms. Examples include new and rapidly growing firms, technology-oriented firms, and family businesses. Special attention is given to venture creation, the unique problems encountered by firms that are growing, and the way sound business principles and strategies can be adapted to fit this environment.

Marketing

Lynn R. Kahle, 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, marketing communications, and consumer behavior.

The sports business concentration addresses the use of sports to market goods and services. The successful sports marketer must understand business principles and have a strong sense of how value is created through marketing programs tied to athletes, teams, leagues, and organizations. The concentration presents a rigorous academic curriculum in such areas as sponsorship, sports law, and communications while paying close attention to industry practices and trends. Students who choose this concentration prepare for careers in team marketing, sponsor relations, event marketing, and league operations.

These concentrations are described under Major Requirements in the **Undergraduate Programs** section of the catalog.

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Undergraduate Programs

The Lundquist College of Business is widely recognized for its outstanding programs in business education. Students and faculty members from around the world come to study, research, and learn together. The college offers courses in business premajor studies, accounting, business administration, global management, sports business, management, entrepreneurship, marketing, finance, decision sciences, international business communications, and 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

Collette Niland, Assistant Dean, Undergraduate Program

Advising Office

541-346-3303

203 Peterson 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, educational exchange programs, tutoring services, student organizations, and visiting speakers. Students are advised to drop in often and to read e-mail and Blackboard announcements to find the latest news about important events, deadlines, and policy changes.

Academic Advising. Professional advisors and peer advisors 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 advisor at least once a year to ensure that they are meeting requirements and to stay informed of program changes.

Students from underrepresented groups are invited to meet with the college's student services liaison. The liaison is a junior or senior business student who is available to meet with students to answer questions and offer support. The liaison acquaints students with support services, academic and career development opportunities, and resources within the college. In addition, underrepresented minority students may apply to the Connect-Engage-Opportunity Network (C.E.O. Network), a cohort program for premajors in business.

Braddock Tutoring Center

155 Lillis Hall

Free tutoring is available for premajor and admitted major students enrolled in undergraduate business, economics, and mathematics courses. Writing support services are offered as well.

Career Services

240 Lillis Hall

Undergraduate students are encouraged to use the Lundquist College's career services programs as soon as they enroll at the University of Oregon. Professional career counseling, workshops, a speaker series, classes, and a resource library are available. Additional resources are offered through the university's Career Center.

Internships

Internships provide a valuable opportunity to enhance the undergraduate experience. Business students are strongly encouraged to participate in internships as a part of their business education. Career advising and

databases of employment opportunites provide assistance in the process of identifying and securing internship experiences that complement educational and career goals.

Scholarships

Each year the Lundquist College of Business awards scholarships to outstanding students majoring in accounting or business administration. Typically, the college awards approximately seventy scholarships that range from $500 to $5,000. Scholarships are made possible through generous donations by alumni and other friends of the Lundquist College of Business. Although criteria vary by scholarship, the primary emphasis is academic performance and demonstrated potential for success in a business career. Financial need may be considered, but it is typically a secondary consideration when making awards. Scholarship applications are available winter term. Scholarships are awarded in the spring. The accounting department has additional scholarship opportunities for its majors. A list of scholarships is available in the Advising Office.

Student Organizations

Involvement in student organizations helps develop leadership and organizational skills and offers a professional network to students and members of the faculty and the business community. Students may choose from the following business student organizations: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; Beta Gamma Sigma, honorary society for business administration; American Marketing Association; the Deans' Undergraduate Student Advisory Council; Entrepreneur Club; Sports Business Club; Sustainable Business Group; Toastmasters International; UO Investment Group; Women in Business; International Business and Economics Club; and E-Business Club.

Academic Opportunities

Honors Program

Deb Bauer, Director

Students in the business honors program are offered unique opportunities to enhance their educational experiences and prepare themselves for the growth and challenge of a career in business. A maximum of thirty-five students take nine of the core business courses as a cohort. Among the many advantages and benefits are smaller classes, select instructors, and opportunities to gain experience. Additional information is availabe online at lcb.uoregon.edu/honors .

Overseas Study Programs

The college maintains exchange relationships with several overseas universities that offer students opportunities to study business in another country. Popular study sites include Australia, China, Denmark, Italy, Mexico, and Spain. Business students may choose to study language, culture, business, or a combination depending on the specific program selected. Many programs offer courses in English. Business students are encouraged to participate in overseas programs, including IE_3 Global Internships, offered through International Affairs. Students interested in careers in international business are particularly encouraged to take advantage of one of these programs while also completing the certificate of global management.

Students in UO overseas study programs enroll in courses with subject codes unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog.

International Business Communication

Ron Severson, Director

International students may earn a letter certifying mastery in international business communication by completing courses in Cross-Cultural Business Communication (BA 361), Effective Business Writing (BA 362), Effective Business Presentations (BA 363), International Business Research (BA 364), and Cross-Cultural Negotiation (BA 365). This program is open to all undergraduate international students of any major; the two cross-cultural courses are open to domestic students as well.

Certificate in Global Management

Lundquist College of Business students may earn a certificate in global management. The certificate requires two years of college-level language study; enrollment in the international business core: International Finance (FIN 463), Managing in a Global Economy (MGMT 420), International Marketing (MKTG 470) and 24 credits of approved nonbusiness course work that relates to an international theme (area study). Study abroad is highly recommended. Additional information is available in the Advising Office.

Academic Requirements

To earn an undergraduate degree in the Lundquist College of Business, a student must be an admitted major in good academic standing with the college and the university. Two sets of requirements must be completed: general university requirements and college requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Students may earn a BA or BS degree with a major in either accounting or business administration. Students may not earn two majors in the Lundquist College of Business. A student who has an undergraduate degree in accounting or business administration cannot earn another undergraduate degree from the college. See the **Registration and Academic Policies** section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

Listed below are basic undergraduate degree and major requirements. For a more detailed explanation of requirements for business administration and accounting majors, students should pick up the undergraduate degree programs handout in the Advising Office.

Business Premajor Admission

New students planning to major in accounting or business administration enter the university as business premajors. Transfer students and university students from other majors may become business premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Students who seek premajor status in business must meet with an advisor in the college if their GPA is below 2.90. Business premajors typically are not eligible to take most 300- and 400-level business courses. Business premajor status does not guarantee admission to the accounting or business administration major.

Business premajors typically spend the first two years fulfilling general education and premajor requirements.

Premajor Requirements

1. **Junior Standing.** Complete 90 or more credits of course work
2. **GPA Requirement**. Earn a 2.90 cumulative grade point average in all college course work including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major
3. **Business Premajor Core**. A 2.75 GPA and a minimum grade of C- in core courses are required for admission to the major. Premajor requirements must be taken for letter grades. If a core course is taken pass/no pass (P/N), a P is treated as a C- and an N is treated as an F for core GPA calculations. If a graded course is repeated, both course grades are counted in computing the cumulative GPA, but only the second grade is used in calculating the core GPA. Core courses may be repeated only once.

Business Premajor Core	**20 credits**
Introduction to Business (BA 101)	4
Introduction to Accounting I,II (ACTG 211, 213)	8
Introduction to Economic Analysis: Microeconomics (EC 201)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	4

4. **Additional Courses**. Complete the following courses, which must be taken for letter grades and passed with grades of C- or better:

	24 credits
College Composition I (WR 121) and College Composition II (WR 122) or College Composition III (WR 123)	8
Managing Business Information (DSC 240)	4

Calculus for Business and Social Science I,II (MATH 241, 242)	8
Introduction to Methods of Probability and Statistics (MATH 243)	4

5. **English Competence**. International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), an International English Language Testing System (IELTS) score of 7.0, or have completed the Academic English for International Students (AEIS) program

Application to the Major

Students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses.

Applications are due the second week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Application forms are available on the college website. Students who are completing their final term of business premajor requirements may submit applications.

Major Requirements

Each student must complete a major in accounting or business administration. Both majors require completion of the upper-division core, typically in the junior year. The 400-level courses are typically taken in the senior year.

Upper-Division Core	**40 credits**
Economic Foundations of Competitive Analysis (FIN 311)	4
Marketing Management (MKTG 311)	4
Financial Management (FIN 316)	4
Managing Organizations (MGMT 321)	4
Global, Legal, and Social Environment of Business (BE 325)	4
Business Statistics (DSC 330)	4
Operations Management (DSC 335)	4
Business Information Systems (DSC 340)	4
Leadership and Communication (BA 352)	4
Business Strategy and Planning (BA 453)	4

Accounting Major

Requirements	**28 credits**
Intermediate Accounting I,II,III (ACTG 350, 351, 352)	12
Cost Accounting (ACTG 360)	4
Auditing and Information Systems (ACTG 440)	4
Advanced Financial Accounting (ACTG 450)	4
Introduction to Federal Taxation (ACTG 470)	4

Except in rare circumstances, upper-division accounting credits applied toward the major must be taken at the Lundquist College. Exceptions require explicit approval from the accounting department head.

Students who plan to sit for the Certified Public Accountant examination in Oregon are encouraged to consider completing the master of accounting program. More information can be found online under programs at the college's website.

Business Administration Major

In addition to the upper-division core, students must complete seven courses from at least three Lundquist College of Business departments. Four of these courses may be taken in one of the concentration areas listed below. Concentrations are optional; they do not appear on UO academic transcripts or diplomas.

Concentration Areas

Entrepreneurship	**16 credits**
Launching New Ventures (MGMT 335)	4
Accounting for Entrepreneurs (ACTG 340)	4
Entrepreneurial Marketing (MKTG 445)	4
Implementing Entrepreneurial Strategies (MGMT 455)	4

Finance	**16 credits**
Financial Markets and Investments (FIN 380)	4
Derivative Markets and Financial Institutions (FIN 462)	4
International Finance (FIN 463)	4
Financial Analysis and Valuation (FIN 473)	4

Information Systems and Operations Management	**16 credits**
Select four of the following five courses: Information Analysis for Managerial Decisions (DSC 433), Business Database Management Systems (DSC 444), Project and Operations Management Models (DSC 466), Supply-Chain Operations and Information (DSC 477), E-Business (DSC 488)	16

Marketing	**16 credits**
Marketing Research (MKTG 390)	4
Marketing Communications (MKTG 420)	4
Consumer Behavior (MKTG 435)	4
Marketing Strategy (MKTG 490)	4

Sports Business	**16 credits**
Marketing Research (MKTG 390)	4
Sports Marketing (SBUS 450)	4
Two electives selected from Financing Sports Business (SBUS 455), Sports Sponsorship (SBUS 452), Law and Sports Marketing (SBUS 453)	8
Marketing Strategy (MKTG 490) is strongly recommended	

Courses from outside the College

Students must earn at least 90 credits in courses taken outside the college. These 90 credits include general-education requirements and nonbusiness breadth and global context course work.

Nonbusiness Breadth Requirement. Students must complete 24 credits in an interrelated and coherent body of courses consistent with the student's career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

Global Context for Business Decisions. Students must complete three courses that focus on international, cultural, historical, political, economic, or social issues of a geographic region. All three courses should focus on the culture of one country or region other than the student's native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an advisor 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 advisor in the Lundquist College of Business early in their academic careers. Students who transfer before they have met major admission requirements are admitted to the university as business premajors. Once admitted, they may apply for major status in accordance with the procedure described above. Students who transfer with completed admission requirements should apply to the major one term before arriving on campus. Applications are due the second Friday of the term for admission the following term.
Second Bachelor's Degree. A student who has a bachelor's or master's degree in a field of business administration may not earn a second bachelor's degree in business. Students who have earned a nonbusiness degree and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Second-degree candidates must meet the same admission requirements and follow the same application process described above. International students must have a minimum TOEFL score of 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), or minimum score of 7.0 on the International English Language Testing System (IELTS) examination.

Students retain business premajor status until admission requirements are completed or waived because of completed course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor's Degree section of this catalog, under **Registration and Academic Policies**, lists university requirements for a second bachelor's degree; the Advising Office has information about Lundquist College requirements.

Residence Requirement. Students must complete a minimum of 44 upper-division credits in regularly scheduled Lundquist College of Business courses. With the department head's approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Grading. Premajor required courses and upper-division courses must be taken for letter grades and passed with grades of C- or better. See the **Registration and Academic Policies** section of this catalog for an explanation of the university's grading systems.

Upper-Division Courses. Courses for the minor are open to nonmajors, and courses for the certificate in international business communication are open to students whose native language is not English. Only admitted majors in the Lundquist College of Business may enroll in all other 300- and 400-level business courses.

Continuous Progress. Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UO Catalog for the last year of attendance has expired. See Catalog Expiration and Requirements Policies in the **Contents** section of this catalog.

Business Administration Minor

All professions and organizations, public and private, operate according to business principles. Earning a minor in business administration prepares students to participate in organizational conversations and become leaders within their future professions. The minor in business administration is open to students from all majors other than business administration and accounting. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students can declare a minor in business administration online at the college's website, where a checklist of requirements can be found. Advising assistance is available in the Advising Office.

In order to be admitted to the minor program, students must already have a declared major other than business and a 2.00 cumulative GPA. Twelve upper-division credits must be taken in the Lundquist College of Business. Upper-division business courses must be taken for letter grades. Students must earn a C- or better in all courses taken for a letter grade to fulfill minor requirements. When minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

Minor Requirements (24 credits)

Lower Division	**8 credits**
Introduction to Business (BA 101)	4
Introduction to Accounting I (ACTG 211) or Accounting: Language of Business Decisions (BA 215)	4
Upper Division	**16 credits**

Economy, Industry, and Competitive Analysis (BA 315) 4
Management: Creating Value through People (BA 316) 4
Marketing: Creating Value for Customers (BA 317) 4
Finance: Creating Value through Capital (BA 318) 4

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Graduate Programs

Sergio Koreisha, Associate Dean

Graduate School of Management

The Graduate School of Management offers degree programs at the master's and doctoral levels and coordinates the graduate work of the five academic departments in the Lundquist College of Business. Graduate instruction in every field of business is supported by courses in related fields offered elsewhere in the university.

The Graduate School of Management is accredited by AACSB International.

Activities of the Center for Sustainable Business Practices, James H. Warsaw Sports Marketing Center, Lundquist Center for Entrepreneurship, and Finance and Securities Analysis Center may be of interest to graduate students. The centers are described in the introductory section to the Charles H. Lundquist College of Business.

Master's Degree Programs

The Graduate School of Management offers course work leading to the master of accounting (MActg) and the master of business administration (MBA). In the Lundquist College of Business, master of arts (MA) and master of science (MS) degrees are available only to PhD candidates. Students must complete the requirements specified in the description of their degree program.

Master of Business Administration

Rebecca Monro, Assistant Dean, MBA Program

541-346-3306
541-346-0073 fax

302 Peterson Hall
Lillis Business Complex

The Lundquist College of Business MBA degree embodies the college's emphasis on interdisciplinary study, experiential learning, research excellence, and a supportive learning environment.

True to this interdisciplinary focus, the MBA curriculum consists of four tracks: innovation and entrepreneurship, finance and securities analysis, sports business, and sustainable business practices. Building on a common core of foundational courses in accounting, decision sciences, finance, management, and marketing, students must choose one of these curricular tracks when applying to the program.

The four tracks of the MBA curriculum are aligned with the college's centers-the Lundquist Center for Entrepreneurship, the Finance and Securities Analysis Center, the Center for Sustainable Business Practices, and the James H. Warsaw Sports Marketing Center. The centers not only promote research collaboration among faculty members from different departments, but they also facilitate student interactions with industry professionals and provide practical, real-world learning opportunities. These include internships, business planning ventures, competitions, and one- or two-term consulting projects in the second year. In addition, the Leadership and Communication Center works with students on professional skills assessment, leadership, and team dynamics as well as presentation and other communication skills, beginning with an extended orientation.

Strong faculty engagement and the state-of-the art facilities of the Lillis Business Complex create an ideal learning environment. An emphasis on group work ensures that students get to know one another and their instructors well. In addition, a strong cohort model aids in developing solid working relationships and strong friendships. Finally, students may choose to enhance their international education by studying abroad in the summer on the Engaging Asia tour.

Virtually all MBA students come to the university with work experience; the average is four years. About one-third are women; two thirds hold a nonbusiness bachelor's degree; and one-fifth are international students. The program draws students from across the United States and twelve to fifteen countries.

Two years of full-time study are needed to earn the minimum of 76 credits required for the degree. See **Accelerated Program** for information about the nine- or eleven-month accelerated program. See **Administration of the Master's Degree Programs**

for admission requirements.

Accelerated Program

The accelerated master's degree program is intensive, allowing outstanding undergraduate business majors from an institution accredited by the Association to Advance Collegiate Schools of Business (AACSB International) to earn an MBA degree in nine or eleven months (three or four terms) by taking fifteen courses (a minimum of 45 credits) in three or four terms. Applicants should have full-time work experience. Students must choose one of the four tracks listed above. Admission is accepted for fall, winter, or spring terms.

Master of Accounting

Robin P. Clement, Director

541-346-3295

308A Peterson Hall

The master of accounting (MActg) is designed for students whose undergraduate major is accounting or the equivalent. The program is constructed so that it can be completed in three terms (one academic year) of full-time study. The curriculum is designed to sharpen written and oral communication, leadership, critical thinking, and analytical skills that are needed to excel in the accounting profession.

The program requires (1) an undergraduate degree in accounting or the equivalent and (2) completion of at least 45 credits-30 credits in accounting courses, 15 or more credits in five elective graduate courses. The plan of study for the electives outside of accounting is determined by the student and the program director. Visit the college's master of accounting website for more information, macc.uoregon.edu.

Oregon Executive MBA

Erika Foin, Managing Director

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866-996-3622 toll free
503-276-3626 fax

200 SW Market St., Suite L101
Portland OR 97201

oemba@oemba.uoregon.edu
obi.uoregon.edu

The University of Oregon offers the two-year Oregon Executive Master of Business Administration (OEMBA) Program for employed mid- to senior-level executives. Classes are held in Portland one full day a week, seventeen Fridays and seventeen Saturdays per academic year. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. Courses are open only to students who apply and are admitted to this program.

Concurrent Degree Programs

JD/MBA. In cooperation with the University of Oregon School of Law, a concurrent doctor of jurisprudence/master of business administration program makes it possible to earn both the JD and MBA degrees in four years instead of the five that would be required if each degree was completed separately. Students spend their first year in the School of Law and their second year in the Lundquist College of Business, or vice versa. The third and fourth years are spent taking advanced courses in both law and business.

It is a highly selective program; students must meet the admission requirements of both the School of Law and the Lundquist College of Business. Admission is allowed only for the fall term. Prospective students should consult the admissions staff of both the School of Law and the MBA program. Students interested in sustainability may obtain a JD/MBA with a sustainability specialization in both areas.

MBA/MActg. Students who wish to pursue both an MBA and master of accounting degree may do so concurrently if they meet the admissions requirements for both. Concurrent MBA/MActg students may save as much as two terms compared with the time required for both degrees independently.

MBA/MA or MS in Conflict and Dispute Resolution. Business students may augment their management skills by developing expertise in the management of conflict. The master of arts or master of science in conflict and dispute resolution is structured to prepare a new generation of practitioners, educators, and scholars. Grounded

in dispute resolution theory, the program combines broad interdisciplinary training and opportunities for individualized study and skills development. Concurrent MBA/MA or MS students have the option of obtaining both degrees in three years rather than the four years required if earned separately. Students are required to meet the admission requirements of both the schools. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and the program in conflict and dispute resolution, housed in the School of Law.

MBA/MPA. Business students interested in bridging commercial enterprise and public administration may consider concurrent MBA and MPA degrees. The master of public administration (MPA) is a rigorous combination of academic theory, analytic skills, and real-world experiences, enabling students to become effective and creative leaders in public service. Concurrent MBA/MPA students have the option of obtaining both degrees in three years rather than the four years required if earned separately. Students must meet the admission requirements of both programs. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and the Department of Planning, Public Policy and Management.

MBA/MCRP. Business students also interested in management and leadership roles related to city planning and land development should consider concurrent MBA and MCRP degrees. The master of community and regional planning (MCRP) prepares policy-oriented planners for leadership positions in the public, nonprofit, and private sectors. The program differs from public policy programs primarily in its focus on spatial issues including but not limited to building form and land use. Students are required to meet the admission requirements of both programs. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and Department of Planning, Public Policy and Management.

MBA/MA or MS in Arts Management. Students interested in both business and the arts should consider furthering their careers with a master of business administration degree and a concurrent master of arts or master of science degree in arts management. The University of Oregon Arts and Administration Program-the only one of its kind in the Pacific Northwest-combines knowledge in the visual and performing arts with social, cultural, managerial, and educational concerns that pertain to administering both nonprofit and for-profit arts organizations and programs. The MA or MS degree in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, and ethical contexts of the arts in general-and the business context if combined with an MBA. Students are required to meet the admission requirements of both programs. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and the Arts and Administration Program.

Master of Science or Master of Arts

The primary master's degree offered by the Lundquist College of Business is the MBA. The MS and MA degrees are awarded exclusively to students who are enrolled in a PhD program. The MA degree requires competence in a second language. The program leading to the MS or MA degree (in disciplines other than accounting) allows more specialization than the MBA 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 MBA core courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval

2. Completion of a minimum of 45 graduate credits beyond the MBA core courses. These should include the following:

a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken in the college. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management

b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field

c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis 503-can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits

d. A minimum of 27 graduate credits taken in the Graduate School of Management

3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses are taken

a. The composition of the program committee must be approved by the director of doctoral programs
b. An approved program of study must be submitted before any courses beyond the common body of business knowledge can be taken

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses is taken

a. The composition of the thesis committee must be approved by the director of doctoral programs. The thesis committee may have different members than the program committee

b. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the assistant dean for graduate programs before substantial work is undertaken on the thesis

c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization courses has been taken

5. Computer competence. Details of this requirement appear under **Undergraduate Programs**

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 derive ideas from various sources and see important relationships is essential. Students should be self-motivated, with persistence and drive, and with some understanding of the broad social, political, and economic implications of decisions and actions. Work experience is highly desirable.

The college's master's degree students describe the programs as rigorous, supportive, interactive, close-knit, warm, committed to quantitative and qualitative management, and dedicated to a sense of community. Once admitted to a program, students are evaluated as they would be in the workplace: they are given continual feedback on areas in which they are excelling and areas that need improvement.

Admission Criteria

The admission process is based on

1. Undergraduate academic performance: minimum overall grade point average (GPA) of 3.00; for the MActg, minimum accounting GPA of 3.00
2. Graduate Management Admission Test (GMAT) score: 550 or above for the MActg, 600 or above for the MBA
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) or Pearson Test of English (PTE) for international applicants
8. Personal interview

The applicant should also provide any other pertinent information for consideration. Applicants are judged on their academic abilities and promise; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Recent successful MActg applicants have had average undergraduate GPAs of 3.40, average GMAT scores above 600, and minimum scores of 96 on the Internet-based TOEFL.

Recent successful MBA applicants have had average undergraduate GPAs of 3.40, average GMAT scores of 640, minimum scores of 96 on the Internet-based TOEFL, and average work experience of four years.

Prerequisites. In addition to proficiency in mathematics and ability to use a computer, applicants must complete an online tutorial in accounting, economics, finance, and statistics in the summer before matriculation.

Admission Deadlines. A rolling admission system is used. The early-decision deadline is November 15; the deadline for international applicants is February 15. The deadline for domestic applicants is March 15. Admission for applicants whose applications are received after March 15 is granted only if space is available in the incoming class of students.

Program Planning

Students should plan their course of study with the director or assistant director of the program.

Academic Performance

In addition to fulfilling Graduate School requirements, a student enrolled in a master's degree program is required to maintain a GPA of 3.00 for graduate courses that are counted toward the business degree.

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 the MBA program.

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.

Career Services

James Chang, Director

541-346-1589

240 Lillis Hall

Career Services provides the resources and services MBA students need to design and implement individual career plans. Seminars and career counseling focus on résumé writing, networking, interviewing skills, negotiations, job search strategies, and internships. Companies visit campus to share information and to recruit interns and full-time employees. Company information sessions and networking receptions facilitate relationship building and job-search success.

General University Regulations

See the **Graduate School** section of this catalog for general university regulations and information regarding registration, academic performance, and other matters applicable to university graduate students.

Doctoral Programs

Andrew Verner, Director

541-346-3251

398C Anstett Hall

The Lundquist College of Business offers a program of advanced graduate study and research leading to the degree of doctor of philosophy (PhD) 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 PhD programs committee.

Program of Study

The PhD typically requires four or five years of intensive study beyond the master's degree. The program focuses on developing productive scholars, and it emphasizes both research and teaching skills. Doctoral students must demonstrate competence in scholarly research, and they must assume primary teaching responsibility for undergraduate business courses sometime during their program. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible about their areas of interest.

Primary Areas of Concentration

Primary areas of concentration depend on the expertise of the faculty.
Accounting. Faculty expertise focuses on federal income taxation, disclosure of financial information, and use of accounting information in corporate governance.

Decision Sciences. The emphasis is on supply-chain coordination and risk management, operations-marketing interface and retail operations, sustainable operations and supply-chain management, service operations, strategic pricing and revenue management.

Finance. The focus is financial economics applied to financial management, financial institutions and markets, and includes course work in microeconomics, statistics, and econometrics. Specializations are corporate finance, corporate governance, managed portfolios and institutional investors, empirical asset pricing.

Management. Faculty research encompasses organizational change, supply-chain relationships, technology strategy, entrepreneurship, and sustainability.

Marketing. Interdisciplinary training in consumer behavior (topics include judgment and decision-making, affect and emotion, values and lifestyles, social identification, and consumer response to deceptive marketing practices) or marketing strategy (topics include advertising, public policy, satisfaction and service recovery, sports marketing and corporate sponsorship, and marketer-consumer coproduction).

Admission

For admission to the doctoral program, the student must:

1. Satisfy the admission requirements of the Lundquist College of Business and of the Graduate School
2. Be recommended by the department with primary responsibility for the area in which the candidate expects to earn a major
3. Provide evidence of scholarly promise

Recently admitted students averaged 700 on the Graduate Management Admissions Test or 1400 on the Graduate Record Examination. Approximately 8 percent of applicants are admitted into the PhD program; 50 percent of them are women, 45 percent are international students. International students whose native language is not English should have a good TOEFL score. The minimum score on the Internet-based TOEFL is 96; paper-based, 600; The TOEFL is preferred, but the International English Language Testing System (IELTS) is also accepted with a minimum score of 7.5.

PhD students receive financial support in the form of an appointment as a graduate teaching fellow. For 2012-13, typical appointments were 0.49 FTE and carried a stipend of approximately $15,700 plus waiver of tuition, and summer support of approximately $4,500 for newly admitted students. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business courses.

The deadline for application to the PhD program for fall term is the preceding January 5.

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. 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. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the PhD program.

The information listed below pertains only to the following primary areas of concentration: **accounting**, **finance**, **management**, and **marketing**.

Competence in a Primary Concentration Area. The student is expected to master the literature and

techniques in a primary area of business administration, prepare to write an acceptable dissertation, and perform high-quality research. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. Each area of concentration specifies the number of required papers. To be eligible to take a comprehensive examination, the student must have completed most of the course work required in the area.
The primary concentration area consists of nine courses specified by the department with primary responsibility for the area. At least three courses must be taken at the University of Oregon after admission to the doctoral program. The primary concentration areas offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.

Competence in Statistics and Research Methods. Students must complete five or more graduate-level courses in statistics with grades of mid-B or better; none of these courses may be taken pass/no pass. These courses may be taken outside the Lundquist College of Business. At least three courses must be completed at the university after admission to the doctoral program. If an area of concentration requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two decision sciences faculty members appointed by the director of doctoral programs.

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.

The information listed below pertains only to the following primary area of concentration:**decision sciences**.

Students are required to take six courses in the decision sciences specialization area, at least three of which must be taken after admission to the Lundquist College of Business doctoral program. Specialization courses may be in the functional or research methods areas of business.

Core Courses. Students are required to take at least eight core courses, including two in probability and statistics, one in regression analysis, and one in optimization methods. A minimum of four PhD seminars is also required.

Supporting Courses. Students are required to take at least four courses in subjects among accounting, finance, marketing, statistics, microeconomics, and linear algebra.

Advancement to Candidacy. The student is advanced to candidacy for the PhD 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 advisor. 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 PhD 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 PhD program may be terminated by the PhD 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 PhD 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 PhD program committee reconsider the termination. The advisory or dissertation committee vote must be transmitted in writing to the PhD 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 PhD program committee, and the director of PhD programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

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Lundquist College of Business Courses

Prerequisites
Except for courses in the business minor and in the International Business Communication program, 300- and 400-level courses are open only to accounting and business administration majors. Consent of a Lundquist College academic advisor is a prerequisite for courses numbered 401, 403, and 405-409. Additional graduate-level courses with varying content are offered as well. A current list may be found on the website or in the Graduate Programs Office.

Accounting Courses (ACTG)

199 Special Studies: [Topic] (1-5R)

211 Introduction to Accounting I (4) The accounting model and financial statements for external users. Sophomore standing required.

213 Introduction to Accounting II (4) Reporting of assets, equities, revenues, and expenses. Cost information and uses in management planning and control. Budgeting, manufacturing cost flows, and product costs. Prereq: C- or better in ACTG 211.

340 Accounting for Entrepreneurs (4) Sources and uses of cash in the context of start-up and small firms. Emphasis on cash generated by operations and used for operations and growth. Secondary emphasis on external sources of cash.

350, 351, 352 Intermediate Accounting I,II,III (4,4,4) Concepts and principles of financial accounting, including U.S. and international financial reporting standards; analysis of alternatives for income measurement and asset and liability valuation. Sequence. Prereq for 351: C- or better in ACTG 350; prereq for 352: C- or better in ACTG 351, FIN 316.

360 Cost Accounting (4) Development and communication of cost information to assist in planning, motivating managers, controlling costs, and evaluating performance.

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

406 Special Problems: [Topic] (1-4R)

407 Seminar: [Topic] (1-4R)

408 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-3R)

410/510 Experimental Course: [Topic] (1-4R)

440/540 Auditing and Information Systems (4) The audit environment, examinations of financial statements, and the audit process. The role of information in modern organizations; systems concepts; accounting controls; auditing systems. Prereq for 440: C- or better in ACTG 350.

450/550 Advanced Financial Accounting (4) Accounting for equity; financial accounting and reporting for corporate consolidation. Prereq for 450: C- or better in ACTG 352.

470/570 Introduction to Federal Taxation (4) Federal income tax law covering primarily the taxation of individuals. Introduction to tax planning.

503 Thesis (1-16R)

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

603 Dissertation (1-16R)

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

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

607 Seminar: [Topic] (1-5R) Current Research in Accounting is a recent topic.

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

609 Practicum: [Topic] (1-3R)

610 Experimental Course: [Topic] (1-5R) Recent topics include Developing the Business Professional, International Accounting, and Taxation of Flow-Through Entities.
612 Financial Accounting (3) Introduces the accounting model and financial statements for external users. Emphasizes the use of accounting information in valuation and performance evaluation. Prereq: ACTG 211 or equivalent.

617 Taxation of Business (4) Taxation of business entities (C corporations, partnerships, S corporations, and limited liability companies) as they form, operate, and dissolve.

618 Taxes and Business Strategy (4) How to use economic analysis as a tax planning tool, thereby incorporating tax factors in economic decisions. Prereq: ACTG 617.

620 Entrepreneurial Accounting (3) Examines selection of a company's legal organizational structure; compensation strategies for small-business owners; cash-flow budgeting, management, and forecasting; and financial statement analysis. Prereq: MBA core courses or equivalent.

625 Financial Reporting (3) In-depth coverage of the measurement and disclosure principles used to prepare generally accepted accounting principle-based financial statements. Prereq: MBA core introduction to accounting courses or equivalent.

630 Accounting Measurement and Disclosure (4) Recent Financial Accounting Standings Board decisions; current measurement and disclosure conflicts facing the accounting profession. Includes exposure to governmental and nonprofit accounting issues.

631 Financial Statement Analysis and Valuation (4) Examines the role of accounting information in financial decisions. Highlights valuation's relationship to accounting earnings and book value.

642 Advanced Assurance Services (4) Knowledge and application of generally accepted accounting principles and generally accepted auditing standards systems, design and flow charting, work paper preparation and review, oral and written presentation, and application of judgment. Prereq: ACTG 440/540.

662 Strategic Cost Management (4) Theory and application of management accounting techniques to decisions made under uncertainty in complex business environments.

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.

240 Managing Business Information (4) Data-oriented approaches for structuring and analyzing information, with applications in the traditional functional areas of business, emphasizing modern techniques for developing fact-based decision models. Sophomore standing required.

315 Economy, Industry, and Competitive Analysis (4) Free enterprise capitalism and market competition. Economic value added, product cost, and product pricing. Organizational arrangements and the control of economic activity. Prereq: BA 101.

316 Management: Creating Value through People (4) Management systems for planning, controlling, organizing, and leading; how they influence human behavior in organizations. Selecting, training, retaining, and motivating the human resource in organization. Prereq: BA 101.

317 Marketing: Creating Value for Customers (4) Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization. Prereq: BA 101.

318 Finance: Creating Value through Capital (4) Financial statement analysis, pro forma statements and capital budgeting, time value of money, net present-value analysis, risk and cost of capital. Prereq: BA 101; BA 215 or ACTG 211.

352 Leadership and Communication (4) Personal leadership and communication skills. Focuses on self-awareness for leading, persuading, and working with others; effective business writing and speaking; and team development. Students may not receive credit both BA 352 and BA 352H.

352 (H) Leadership and Communication (4) Develops essential business leadership behaviors, including self-awareness, critical thinking, supportive communication, creative problem solving, building power, and influence. Open only to students in the LCB honors program. Students may not receive credit both BA 352 and

BA 352H.

361 Cross-Cultural Business Communication (4) Theoretical and practical approach to value dimensions across cultures and their impact on communication in business and professional contexts. Develops intercultural business communication skills. WR 121 recommended preparation.

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. WR 121 recommended preparation.

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. WR 121 recommended preparation.

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.

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. WR 121 recommended preparation.

399 Special Studies: [Topic] (1-5R)

404 Internship: [Topic] (1)

407 Seminar: [Topic] (1-4)

410/510 Experimental Course: [Topic] (1-4R)

430 Leadership in Action (4) Integrates technical, critical-thinking, communication, leadership, and teamwork skills. Students complete substantive consulting projects with local nonprofit and government organizations. Prereq: BA 352.

453 Business Strategy and Planning (4) Capstone course focusing on strategy formulation and decisional processes. Includes writing a business plan that applies knowledge and develops course of action to accomplish organizational objectives. Senior standing required. Prereq: completion of 300-level business core courses. Students cannot receive credit for both BA 453 and BA 453H.

453 (H) Business Strategy and Planning (4) Provides conceptual tools for in-depth strategic analysis and interactive discussions from sources relevant to the challenge of developing and implementing strategy. Open only to students in the LCB honors program. Senior standing required. Prereq: completion of 300-level business core courses. Students cannot receive credit for both BA 453 and BA 453H.

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

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

610 Experimental Course: [Topic] (1-5R) A recent topic is Advertising Media.

The following 700-level courses are offered only through the Oregon Executive MBA Program.

705 Reading and Conference: [Topic] (1-6R)

707 Seminar: [Topic] (1-6R)

708 Workshop: [Topic] (1-6R)

710 Experimental Course: [Topic] (1-9R)

711 Legal Environment of Business (4) Analysis of government policy and the legal environment in which business operates; the effects of law, government policy, and social forces on the formulation of business strategy and decision-making.

712 Financial Accounting and Reporting (4) Preparation, interpretation, and use of external financial statements and reports. Covers basic accounting principles, recording and reporting techniques underlying valuation and income determination.

713 Applied Statistics for Managers (3) Exposure to descriptive statistics, decision analysis, regression analysis, and forecasting. Emphasis on when and how to use statistics. Integrates statistical tools used to analyze business data with microcomputers.

714 Managerial Accounting (3) Introduction to cost accounting terminology; costing strategies, nontraditional costing systems, activity-based costing and product-service costing applications.

715 Managerial Economics (4) Covers micro- and macroeconomic analyses and the concepts of cost, demand, profit, and competition. Examines monetary and fiscal policy, the Federal Reserve System, and money and capital markets.

716 Managing Organizations (2) Organizations as complex social systems; leadership; managing individuals,

groups, and teams; formal and informal processes and systems.
717 Marketing Management (4) Examines marketing analysis and planning necessary to develop marketing plans and strategies for a product-line. Includes basic marketing concepts and philosophies and brief exposure to macromarketing 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 Corporate Financial Strategy (4) Advanced topics in firm valuation (e.g., acquisitions, restricting) and financial risk management (e.g., hedging, derivatives, foreign projects) as related to global and domestic corporate strategies.

722 Leadership and Motivation (2) Focuses on elements of motivation and leadership that affect management decision-making and problem-solving.

723 Formulating Corporate Strategy (4) Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision.

725 Implementing Corporate Strategy (2) Uses problems and cases to examine the implementation of corporate strategy, the strategy process and cycle, and implementation methods.

726 Global Business (4) Examines global competition and strategy, regional economic integration, cross-cultural challenges, foreign market entry, international joint ventures and strategic alliances, international dimensions in functional areas of business.

728 Information Systems (2) Provides understanding of how to use information technology effectively for progressive growth of organizations. Exposure to key concepts and timely issues related to selection and deployment of information technology applications.

729 Negotiation (3) Explores the major theories and concepts of negotiation. Opportunities to practice deal-making and conflict resolution. Encourages improvement in communication and persuasion.

730 Business Ethics (1) Studies the derivation of values and the application of those values to individual choices. Emphasizes the conflict manager's experience when choosing between two alternatives.

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 MBA program. **R** thrice for a maximum of 9 credits.

Business Environment Courses (BE)

199 Special Studies: [Topic] (1-5R)

325 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations-including their human resource, finance, production, marketing, and environmental functions-in the United States and internationally.

401 Research: [Topic] (1-21R)

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

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-4R)

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-4R) A recent topic is Law for Managers.

503 Thesis (1-16R)

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

603 Dissertation (1-16R)

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

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

608 Special Topics: [Topic] (1-12R)

609 Practicum: [Topic] (1-16R)

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

Decision Sciences Courses (DSC)

199 Special Studies: [Topic] (1-5R)
330 Business Statistics (4) Computer-aided business applications of hypothesis testing, simple linear regression. Introduction to multiple regression and nonparametric techniques. Blocked and completely randomized one- and two-factor experimental designs. Students cannot receive credit for both DSC 330 and DSC 330H.

330 (H) Business Statistics (4) Review of hypothesis testing and confidence intervals. Regression analysis: computer-aided model formulation and diagnostic testing. Making decisions under uncertainty. Open only to students in the LCB honors program. Students cannot receive credit for both DSC 330 and DSC 330H.

335 Operations Management (4) Concepts and applications of operations management. Use of information technology in operations. Topics include forecasting, quality, supply-chain management, information systems in operations management, and planning and scheduling. Pre- or coreq: DSC 330. Students cannot receive credit for both DSC 335 and DSC 335H.

335 (H) Operations Management (4) Planning and control of manufacturing and service operations with an emphasis on supply-chain management. Pre- or coreq: DSC 330 or 330H. Open only to students in the LCB honors program. Students cannot receive credit for both DSC 335 and DSC 335H.

340 Business Information Systems (4) Explores standard protocols for describing and modeling business information and processes; techniques for designing management information systems; criteria for analyzing firms' implementations of information technology. Students cannot receive credit for both DSC 340 and DSC 340H.

340 (H) Business Information Systems (4) See DSC 340. Open only to students in the LCB honors program. Students cannot receive credit for both DSC 340 and DSC 340H.

401 Research: [Topic] (1-21R)

403 Thesis (1-6R)

405 Reading and Conference: [Topic] (1-3R)

406 Special Problems: [Topic] (1-4)

407 Seminar: [Topic] (1-4)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-4R) Recent topics include Multivariate Statistical Methods; Data Collection and Management.

433/533 Information Analysis for Managerial Decisions (4) Leveraging information to manage risk and improve decisions; data-driven approaches for discovering business trends and strategic opportunities, including techniques for data-mining and analyzing empirical data. Prereq for 433: DSC 330; prereq for 533: all MBA core courses.

444/544 Business Database Management Systems (4) Techniques for structuring and storing business data; primary focus on relational database theory, with applied skills for business users, including data warehouses, reporting, and normalization. Prereq for 444: DSC 340 or 340H; prereq for 544: all MBA core courses.

466/566 Project and Operations Management Models (4) Frameworks and solutions for managing complex projects and operations; implementing optimal strategies for producing profitable new products and services in the competitive global business environment. Prereq for 466: DSC 335 or 335H; prereq for 566: all MBA core courses.

477/577 Supply-Chain Operations and Information (4) Strategic and tactical issues pertaining to the distribution and delivery of products and services. Methodologies and systems for designing, tracking, and managing complex global operations. Prereq for 477: DSC 335 or 335H; prereq for 577: all MBA core courses.

488/588 E-Business (4) Fundamental principles of electronic business; effect of e-business on business strategies, processes, customers, and suppliers; assessing the impact of e-business technologies on firm performance. Prereq for 488: DSC 340 or 340H; prereq for 588: all MBA core courses.

503 Thesis (1-16R)

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

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-3R)

607 Seminar: [Topic] (1-3R)

608 Special Topics: [Topic] (1-12R)

609 Practicum: [Topic] (1-16R)

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

612 Quantitative Methods for Managers (3) Concepts and techniques of analytic decision-making, sampling and statistical inference, and regression analysis.
613 Operations Management (3) Overview of the managerial issues associated with production and delivery of goods and services. Includes the use of quantitative modeling and several case studies in operations.

Finance Courses (FIN)

199 Special Studies: [Topic] (1-5R)

240 Survey of Real Estate (4) Basics of buying, selling, and leasing real estate. Overview of real estate law, commercial and residential brokerage, real estate financing, and real estate administration. Not open to business majors or business premajors with junior standing.

281 Personal Finance (4) Overview of lifetime personal financial strategies. Topics include financial goals and building net worth, major purchasing decisions, credit use, tax planning, retirement, and estate planning. Not open to business majors or business premajors with junior standing.

283 The Stock Market and Investing (4) Investments and the stock market, securities and approaches to security selection, portfolio composition and structure. Not open to business majors, business premajors with junior standing, or students who have credit for FIN 380.

311 Economic Foundations of Competitive Analysis (4) Analysis of market competition and its relation to product cost and pricing decisions by the firm. Students may receive credit for only one of EC 311, FIN 311, or FIN 311H.

311 (H) Economic Foundations of Competitive Analysis (4) Analyzes the competitive structure of markets and industries. Focuses on the relationships among cost, pricing strategy, and economic profit in competitive environments. Open only to students in the LCB honors program. Students may receive credit for only one of EC 311, FIN 311, or FIN 311H.

316 Financial Management (4) Corporate financial planning, selection among alternative investment opportunities, analysis of risk, funds acquisition, and long-term financing. Students cannot receive credit for both FIN 316 and FIN 316H.

316 (H) Financial Management (4) Covers the fundamental tools and concepts of finance, including the evaluation of investment opportunities and the relation between risk and return. Open only to students in the LCB honors program. Students cannot receive credit for both FIN 316 and FIN 316H.

380 Financial Markets and Investments (4) Financial markets and security investment decisions, analysis of risk and return, portfolio policies for individual and institutional investors, financial instruments. Prereq: FlN 316.

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

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

406 Special Problems: [Topic] (1-4)

407 Seminar: [Topic] (4)

409 Practicum: [Topic] (1-12R)

410/510 Experimental Course: [Topic] (1-4R)

462/562 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 for 462: FIN 316; prereq for 562: FIN 316 or 612.

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, 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)

609 Practicum: [Topic] (1-9R)

610 Experimental Course: [Topic] (1-5R)
612 Fundamentals of Finance (3) Covers the fundamental theories and tools of financial analysis. Topics include valuation, capital budgeting, risk and return, market efficiency, and financial policies. Sequence with FIN 613.

613 Managerial Economics (3) Covers the fundamental theories and tools of economic and strategic analysis. Topics include demand and supply, pricing strategies, and perfect and imperfect competition. Sequence with FIN 612.

663 International Financial Management (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 MBA core.

671 Corporative Finance and Valuation (3) Application of financial principles to problems of valuation, capital budgeting, and financial policy. Prereq: FIN 612.

673 Advanced Topics in Corporate Finance (3) Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions. Prereq: completion of first-year MBA core.

675 Fixed Income Securities (3) Theoretical, empirical, and institutional aspects of fixed-income securities and their derivatives; application of these tools to managerial decisions in other contexts. Prereq: completion of first-year MBA 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 MBA core.

Management Courses (MGMT)

199 Special Studies: [Topic] (1-5R)

321 Managing Organizations (4) Roles of managers in planning, organizing, leading, and controlling organizations in a competitive global environment. Role of work teams and project management. Students cannot receive credit for both MGMT 321 and MGMT 321H.

321 (H) Managing Organizations (4) Explores principles of management in the context of current management practice. Nature of the manager's job in dynamic and complex environment. Cases, group project and intensive class interaction. Open only to students in the LCB honors program. Students cannot receive credit for both MGMT 321 and MGMT 321H.

335 Launching New Ventures (4) Skills, behaviors, and knowledge necessary for creating and growing new ventures. Evaluating opportunities, developing growth strategies, obtaining venture financing, intellectual property, and building a management team. Prereq: MGMT 321.

401 Research: [Topic] (1-21R)

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

406 Special Problems: [Topic] (1-4)

407 Seminar: [Topic] (4)

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-4R)

415 Human Resources Management (4) Management of employee relations by an organization. Hiring and developing a productive work force in the context of the legal and competitive environment. Prereq: MGMT 321.

417 Negotiation Strategies (4) Introduction to negotiation theory, distributive and integrative bargaining techniques, and alternative dispute resolution. Uses workshop format for in-class negotiation simulations. Prereq: MGMT 321.

420 Managing in a Global Economy (4) Economic, political and cultural challenges facing international managers. Topics include developing competitive global strategies and organizations, international negotiations, building strategic alliances, cross-cultural teams, and international staffing. Prereq: MGMT 321 or equivalent.

455 Implementing Entrepreneurial Strategies (4) Focuses on turning an idea into a serious business venture. Students research new business opportunities and become skilled in developing business tools and processes to carry out venture-launch strategies. Prereq: ACTG 340, MGMT 335, MKTG 445.

503 Thesis (1-16R)

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

603 Dissertation (1-16R)

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

607 Seminar: [Topic] (1-5R)
608 Special Topics: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

610 Experimental Course: [Topic] (1-5R) Recent topics include Sustainable Business Development, Venture Launch, Industrial Ecology, Lifecycle Engineering and Reverse Logistics, Recognizing Business Opportunities.

612 Managing Individuals and Organizations (3) Design of high-performance organizations and internal systems. Analysis of team dynamics and group decision-making. Study of individual cognitive and leadership styles.

614 Strategic Management (3) Analysis of industries and companies, development of competitive and cooperative strategies, analysis of the special demands of alternative social, technological, and international contexts.

615 Leadership (3) Development of skills managers need to be effective leaders in organizations, including communicating, problem-solving, influencing, motivating, delegating, and resolving conflict.

620 Managing Global Business (3) Focuses on the problems of operating across multiple political and cultural boundaries. Possible topics include corporate strategy, the role of multinational corporations, and international joint ventures.

623 Negotiation (3) Negotiation theory including distributive and integrative bargaining techniques, economic complements, game theory, and alternative dispute resolution. Extensive in-class negotiation simulations.

625 New Venture Planning (3) Students identify and research a business opportunity; develop and present a professional start-up business plan that includes market, competitor, cash flow, and financial analyses.

670 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample measurement, data analysis, and ethical considerations. Prereq: MGMT 611 or equivalent.

690 Management Proseminar (1) Contemporary issues in management research. Includes visiting speakers, resident faculty members, and doctoral students discussing their research.

Marketing Courses (MKTG)

199 Special Studies: [Topic] (1-5R)

311 Marketing Management (4) Product, price, promotion, and distribution decisions in consumer and industrial markets. Market segmentation, product positioning for goods and services. Marketing strategy and management. Product life cycles. Students cannot receive credit for both MKTG 311 and MKTG 311H.

311 (H) Marketing Management (4) Explores marketing strategy and tactics for profit and nonprofit organizations including start-ups and global firms. Uses cases and projects; requires intense student participation. Open only to students in the LCB honors program. Students cannot receive credit for both MKTG 311 and MKTG 311H.

390 Marketing Research (4) Design, implementation, analysis, interpretation, and reporting of research for marketing decisions. Hands-on experience with techniques for data collection, statistical data analysis, and communication of results. Prereq: MKTG 311.

401 Research: [Topic] (1-21R)

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

406 Special Problems: [Topic] (1-4)

407 Seminar: [Topic] (4)

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-4R)

420 Marketing Communications (4) Advertising, sales promotions, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations in mass media advertising. Media planning and promotional budgets. Prereq: MKTG 311.

435 Consumer Behavior (4) Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services. Prereq: MKTG 311.

445 Entrepreneurial Marketing (4) Techniques for analyzing and developing new markets. Pricing, communicating, and distributing new products or services with limited resources. Developing marketing plans for new ventures. Prereq: MKTG 311.

470 International Marketing (4) Analysis and development of marketing strategy and tactics for multinational and global markets. Prereq: one from BA 317, MKTG 311, 311H.

490 Marketing Strategy (4) Capstone marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. Prereq: MKTG 390; MKTG 420 or SBUS 452.

503 Thesis (1-16R)

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

603 Dissertation (1-16R)

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

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

608 Special Topics: [Topic] (1-12R)

609 Practicum: [Topic] (1-16R)

610 Experimental Course: [Topic] (1-5R) Recent topics include Brand Strategy and New Product Development.

612 Marketing Management (3) Addresses market analysis and segmentation, targeting, and positioning. Emphasis on marketing strategies designed to deliver superior customer value and achieve organizational objectives.

660 Marketing Research (3) Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting research results. Prereq: completion of first-year MBA 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 MBA core.

687 Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Doctoral standing required.

689 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Doctoral standing required.

Sports Business Courses (SBUS)

199 Special Studies: [Topic] (1-4R)

401 Research: [Topic] (1-4R)

405 Readings and Conference: [Topic] (1-4R)

406 Special Problems: [Topic] (4)

407 Seminar: [Topic] (4)

409 Practicum: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-4R) Recent topics include Sports Economics, International Sport, and Sport and Technology.

450 Sports Marketing (4) Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. Prereq: MKTG 311.

452 Sports Sponsorship (4) Detailed consideration of the relationship between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation. Prereq: MKTG 311 or 311H.

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: MKTG 311 or 311H.

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: MKTG 311 or 311H.

601 Research: [Topic] (1-4R)

605 Reading: [Topic] (1-4R)

607 Seminar: [Topic] (1-4R)

608 Special Topics: [Topic] (1-4R)

609 Practicum: [Topic] (1-9R)

610 Experimental Course: [Topic] (3R) A recent topic is Case Studies in Sports Business.
650 Marketing Sports Properties (3) Examines essentials of effective sports marketing. Includes product or property development, legal aspects, segmentation , pricing, and communication channels (e.g., broadcast media). Prereq: completion of first-year MBA 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 MBA core.

653 Legal Aspects of Sports Business (3) Examines social responsibility and legal concepts in sports management including constitutional regulatory powers, individual participation rights, drug testing, antitrust, labor rights, intellectual property rights, sponsorships, product and event liability.

655 Economic Aspects of Sports (3) Comprehensive coverage of traditional and innovative revenue methods available to sports organizations from public and private sources. Detailed consideration of venue-based income sources (e.g., premium seating, permanent seat licenses). Prereq: completion of first-year MBA core.

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College of Education

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Preparing Educators in the 21st Century

The College of Education's academic majors are organized into four departments: counseling psychology and human services; educational methodology, policy, and leadership; education studies; and special education and clinical sciences.

The college offers undergraduate, master's, and doctoral degrees and preparation for licensure. Students become active learners as they accumulate an understanding of disciplinary content and develop professional knowledge and skills that prepare them for careers in education or the social services. Surveys of graduates from the College of Education indicate that the great majority are successful in securing employment or continuing their professional preparation in their chosen field.

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 then implemented.

Academic, research, and outreach service units provide integrated and cross-disciplinary learning experiences that help students acclimate to their professions, develop initial competence, acquire advanced proficiency, and become practicing professionals and scholars.

The College of Education is ranked by *U.S. News and World Report* as one of the nation's top colleges of education. Its scholarship, teaching, and practical learning opportunities offer students a respectful and affirming climate, a culture of belonging, and an inclusive learning environment.

Admission

The College of Education follows university policy in its admission procedures as described in the **Admissions** and **Graduate School** sections of this catalog. Students who transfer from other institutions must meet university entrance requirements. Programs in the College of Education have additional requirements for admission and limits on the number of students admitted to the major or licensure programs. Prospective students are urged to check admission requirements for their desired programs.

Financial Assistance

Scholarships. Scholarships are available for undergraduate and graduate students. Application requirements and procedures may be requested from Andrea Olson, Office of the Dean; telephone 541-346-5943; e-mail coescholarships@uoregon.edu .

Stipends and Fellowships. Stipends and fellowships frequently are awarded to graduate students. Both forms of assistance may cover most of the cost of tuition and provide a monthly cash payment. Information for graduate teaching fellows is available on the college's website.

Information about financial assistance is listed in the application materials for each major and on the College of Education's website. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid and Scholarships, 260 Oregon Hall.

Dismissal

Majors and specializations in the College of Education require field placements in community settings such as public schools, community preschools, mental health clinics, correctional institutions, and welfare programs. Many placements are with vulnerable groups such as young children; juvenile offenders; or individuals with

disabilities, mental health, adjustment, or learning problems. During these placements students interact with professionals and often are recipients of confidential or sensitive information. Consequently, it is imperative that College of Education students adhere to high ethical and moral standards. The University of Oregon and each major in the College of Education has written ethical standards or a code of conduct for its students. In an instance 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

Ronald Beghetto, Associate Dean

beghetto@uoregon.edu

The College of Education offers accredited bachelor's, master's, and doctoral degrees and professional-development programs. Often, in concert with an academic degree, majors offer programs leading to state licensure for employment in Oregon public schools. These licenses are conferred by the state Teacher Standards and Practices Commission (TSPC), the agency authorized by the Oregon Legislative Assembly to issue licenses for teaching, personnel service, or administration in public schools. The TSPC issues appropriate licenses to applicants upon the university's recommendation that they have successfully completed the relevant licensure program. The State of Oregon has reciprocal administrative, teaching, and personnel service license agreements with most other states and Puerto Rico. Students who receive a license from the State of Oregon will most likely find the application process for a license in another state easier, especially if the licensing standards are similar. Information about licensure is available from the college's student academic services.

The following list enumerates the degree, licensure, and endorsement programs offered by the College of Education. Information about a specific program may be found under the relevant area of concentration in this section of the catalog.

Undergraduate Programs

- Minor-special education
- Bachelor's degree-communication disorders and sciences, educational foundations, family and human services

Graduate Programs

- Master's degree-communication disorders and sciences; counseling, family, and human services; curriculum and teacher education; curriculum and teaching; educational leadership; school psychology; special education
- Doctoral degree-communication disorders and sciences, counseling psychology, critical and sociocultural studies in education, educational leadership, school psychology, special education, special education: rehabilitation

Licensure Preparation

- Administrator; communication disorders; early childhood-elementary special education; early intervention-early childhood special education; elementary teaching; marriage and family therapy; middle-secondary education; music education; psychologist; school psychology

Endorsements

- Advanced mathematics, basic mathematics, biology, chemistry, communication disorders, early childhood-elementary special education, early intervention-special education, English for speakers of other languages, English for speakers of other languages-bilingual, foreign language (French, German, Japanese, Latin, Russian, Spanish), integrated science, language arts, middle-secondary special education, music education, physics, reading

Education Courses (EDUC)

611 Survey of Educational Research Methods (3) Survey of qualitative, quantitative, and single-subject research methods. Students develop competence in using published research to inform decision-making in various settings.
612 Social Science Research Design (4) Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design.

614 Educational Statistics (4) Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statistical significance testing, t-tests, correlation, chi-square tests, power, effect size. Prereq: EDUC 612.

620 Program Evaluation I (4) Focuses on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation. Prereq: EDUC 640.

621 Program Evaluation II (3-6) Implementation and completion of the evaluation design defined in Program Evaluation I. Prereq: EDUC 620.

630 Qualitative Methodology I: Interpretive Inquiry (4) Examines the history, philosophy, and some basic applications of naturalistic research methods in the study of human experience.

632 Qualitative Data Analysis and Collection I (4) Introduction to data collection and analysis for a range of research practices that fall under the umbrella term "qualitative." Prereq: EDUC 630.

634 Qualitative Methodology II: Reflexive Inquiry (4) Examines the irony and ideology of naturalistic approaches to the study of human experience. Prereq: EDUC 630.

636 Qualitative Data Analysis and Collection II (4) Expands on processes of qualitative data collection and analysis; emphasis placed on the analysis of qualitative forms of data. Prereq: EDUC 630, 632.

640 Applied Statistical Design and Analysis (4) Analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs. Prereq: EDUC 614.

642 Multiple Regression in Educational Research (4) Application and use of multiple regression in educational research. Topics include bivariate regression, multiple regression with continuous and categorical independent variables. Prereq: EDUC 640.

644 Applied Multivariate Statistics (4) Advanced statistical techniques including covariance analyses, discriminant function analysis, multivariate analysis of variance, principal components analysis, exploratory factor analysis. Prereq: EDUC 640.

646 Advanced Research Design (4) Provides a deeper understanding of educational research with an emphasis on principles of research designs and their use in applied research. Prereq: EDUC 640. Offered alternate years.

650 Single-Subject Research Methods I (4) Basic single-subject design strategies and general procedures as well as issues related to conducting and analyzing single-subject research in applied settings. Prereq: EDUC 614.

652 Single-Subject Research Methods II (4) Critical evaluation of single-subject and group-analysis research designs; elaboration on critical topics in single-subject methodology. Prereq: EDUC 650.

654 Advanced Applied Behavior Analysis (4) Doctoral-level seminar designed to provide skills, practice, and knowledge in advanced methods and theory of applied behavior analysis. Prereq: EDUC 652.

Research and Outreach Services

Edward J. Kame'enui, Associate Dean

541-346-1408

170 Lorry I. Lokey Education Building

https://education.uoregon.edu/research-outreach-units/all

The nationally recognized research and outreach units of the College of Education provide a comprehensive, research-intensive environment for undergraduate, licensure, master's, and doctoral students. The research units foster fundamental and applied research that faculty members integrate into the college's curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Behavioral Research and Teaching

Julie Alonzo and Gerald Tindal, Codirectors

541-346-3535

175 Lorry I. Lokey Education Building

www.brtprojects.org

Behavioral Research and Teaching combines curriculum-based measurement with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk of failure in school and in the community. Research and professional development activities and projects focus on (1) curriculum-based measurement and large-scale testing; (2) response-to-intervention methods in educating students with disabilities; (3) behavioral and instructional consultation; and (4) systems change and school reform. Opportunities for research and personnel preparation are available for graduate students.

Center for Advanced Technology in Education

Mark A. Horney, Director

541-346-2679

220 Rainier Building

http://cate.uoregon.edu

The Center for Advanced Technology in Education (CATE) investigates applications of technology to support learning and studying across the curriculum. The center is supported by grants from the U.S. Department of Education's Institute of Education Sciences and Office of Special Education Programs, as well as the National Endowment for the Humanities and the National Science Foundation. CATE is also home to the Oregon Writing Project. Current research at CATE is focused on (1) strategies to improve comprehension and academic learning for students who are struggling in reading, writing, and mathematics; (2) technology-based tools and strategies to assist English-language learners and students with learning disabilities to succeed in the secondary school curriculum; and (3) the role of technology in improving student access to the use of educationally relevant information available electronically.

The center offers opportunities for graduate and undergraduate students to collaborate on technology-based projects with real-world impact. The center's faculty actively works to translate research into practice and offers workshops to schools and districts across the nation.

Center for Educational Policy Research

David T. Conley, Director

http://cepr.uoregon.edu

Staff members at the Center for Educational Policy Research help Oregon educators, district administrators, and policymakers promote a seamless transition for students as they move from Oregon high schools to Oregon institutions of higher education. The center develops policy tools and promotes strategies that help organizations understand complex issues, analyze trends, and nurture new policy ideas. The center also designs online tools with staff members at its sister center, the Educational Policy Improvement Center, to help Oregon institutions promote college and career readiness for Oregon students.

Center on Assessment, Statistics, and Evaluation

Joseph Stevens, Director

541-346-8138

270A Lorry I. Lokey Education Building
pages.uoregon.edu/caseorg

The Center on Assessment, Statistics, and Evaluation seeks to foster and support excellence in research methods and their application in educational and social science research. The center supports faculty members and graduate students throughout the College of Education, the University of Oregon, and the larger community through services to (1) provide technical support for statistical analysis and research design using a variety of models and software; (2) assist researchers and practitioners in assessment and measurement issues, including instrument development; (3) serve as a research partner to provide program evaluation and technical support for state and local educational agencies thoughout Oregon as well as academic units within the university; and (4) support graduate education and professional development on assessment, statistics, research design, and evaluation.

Center on Human Development

Jane Squires, Director

541-346-3591

Clinical Services Building, Third Floor

ucedd.uoregon.edu

See the **Research Institutes and Centers** section of this catalog.

Center on Teaching and Learning

Edward J. Kame'enui, Director

541-346-3562

Riverfront Research Park, Suite 207

ctl.uoregon.edu

The Center on Teaching and Learning conducts, translates, and disseminates research that offers solutions to problems the schools face every day. 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

Randall Phelps, Clinical Director

541-346-3575

Clinical Services Building, First Floor

The Child Development and Rehabilitation Center of the Oregon Health and Science University provides multidisciplinary services for the diagnosis and evaluation of genetic syndromes, developmental disabilities, and neurodevelopmental disorders. Management and coordination of care is provided for a variety of patients including individuals with cerebral palsy, spina bifida, cleft lip and palate, and feeding difficulties. Clinic services are available for children, adolescents, and young adults.

Early Childhood Coordination Agency for Referrals, Evaluations, and Services

Judy Newman and Valerie Taylor Close, Codirectors

541-346-2578

299 E. 18th Ave.

http://earlychildhoodcares.uoregon.edu

Early Childhood Coordination Agency for Referrals, Evaluations, and Services (Early Childhood CARES) provides early intervention and early childhood special education services to eligible, birth-to-five-year-old

children in Lane County. These services may include a combination of specially designed instruction in community or specialized preschools, parent 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, in preschools and parent-toddler programs.

Early Intervention Research

Jane Squires, Director

541-346-0807

139 Clinical Services Building

eip.uoregon.edu

Faculty members, training research efforts, and products of the Early Intervention Program have had a major impact on the fields of early intervention, early childhood special education, and early childhood education. The program's goal is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and for their families. Underlying this purpose is the assumption that improving and expanding services that help children become independent and productive benefits not only the individual but society as a whole.

Educational and Community Supports

Robert H. Horner, Director

541-346-2462

1571 Alder St.

www.uoecs.org

Educational and Community Supports (ECS) was established in 1972 as a research unit within the College of Education. The purpose of ECS is to develop, validate, and implement practices that result in positive, durable, measurable change in the lives of individuals with disabilities and their families. Federal- and state-funded projects within ECS support research, teaching, information systems, and state-level technical assistance. Positive behavior support, secondary education and transition, adult services, and systems change are areas of content focus.

High School Equivalency Program

Joel Montemayer, Director

541-346-0881

1685 E. 17th Ave.

High School Equivalency Program is described in the **Student Services** section of this catalog.

Institute on Violence and Destructive Behavior

Jeffrey R. Sprague and Hill M. Walker, 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, dropout frequency, and delinquency, tools 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 competitively awarded federal grants.

IntoCareers

Dan Erdmann, Director

541-346-3875

975 High St.

intocareers.or g

IntoCareers develops and supports the Career Information System, which provides content, multimedia, curriculum, and Internet applications that assist people in making informed career choices. IntoCareers licenses its products to state entities such as education agencies, offices of postsecondary education, and departments of labor. These entities create localized versions of the Career Information System to support career development programs in their respective states.

Oregon Career Information System

Laura McCoid, Director

541-346-3872

800-495-1266

oregoncis.uoregon.edu

The Oregon Career Information System, a state-based resource, helps Oregonians make career decisions and successful transitions throughout their lives. Established in 1971, it was the first state-based career information delivery system in the nation. Administered by the College of Education, the Oregon Career Information System is a self-supporting, fee-based consortium. It uses the Internet to present comprehensive information about occupations and industries, postsecondary programs and schools, and financial aid, connecting career options to the paths for reaching them. Its software and materials are used in schools, colleges, work-force agencies, and private businesses to support the career development of their students, clients, and employees. The staff provides field leadership and training to professionals involved in career development programs and services. Work-study positions and internships are available for undergraduate and graduate students.

Oregon Writing Project

Lynne Anderson-Inman, Director

541-346-3982

200 Rainier Building

owp.uoregon.edu

The Oregon Writing Project is affiliated with the National Writing Project network at the University of California at Berkeley. The project collaborates with local schools to provide high-quality, teacher-centered, professional development to improve writing and literacy across the curriculum. Major projects include an intensive summer institute, technology-supported outreach services to teachers in rural schools, and participation in the National Writing Project's initiative Digital Is. To enhance the building of professional development communities across geographic distances, participating teachers meet with project staff members in the virtual world known as Second Life.

Secondary Special Education and Transition Program

Deanne Unruh, Director

541-346-3585

201 Clinical Services Building
5260 University of Oregon
Eugene, Oregon 97403-5260

sset.uoregon.edu

Secondary Special Education and Transition is a multidisciplinary research unit dedicated to developing further scientific understanding of adolescents and young adults with disabilities and other high-risk behaviors. Faculty members conduct research, technical assistance, and outreach activities to develop and implement research-based transition services that assist young people in developing the knowledge and skills to succeed in fulfilling their desired adult roles, including meaningful employment, completion of postsecondary education or training programs, and living independently in the community. Research is conducted in collaboration with state departments of education, schools, service agencies, parents, and youth.

Speech-Language-Hearing Center

Margit Mayr-McGaughey, Director

541-346-0923

HEDCO Education Building

https://education.uoregon.edu/hedco-clinic/speech-language-hearing-center

The Speech-Language-Hearing Center is part of the Communication Disorders and Sciences program at the College of Education. Graduate student clinicians, under the supervision of licensed clinical faculty members, provide high-quality services to individuals with speech, language, cognitive, and hearing disorders. Services include diagnostic evaluations and individual and group therapy to people of all ages and cultural backgrounds. The center provides community outreach and serves as a local, state, and national resource for innovative clinical service and research.

Technical Assistance and Consulting Services

John A. Inglish, Director

541-346-5641

1600 Mill Race Drive, Suite 360

tacs.uoregon.edu/tacs

Technical Assistance and Consulting Services (TACS) is an umbrella organization housing the Western Regional Resource Center, the National Post-School Outcomes Center, and SIGnetwork. TACS independently provides contracted consultation and technical assistance to state education agencies and other entities on a variety of issues focused on serving students with disabilities.

The Western Regional Resource Center is one of six technical-assistance centers nationwide, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) to serve state special-education agencies in seven western states and six Pacific jurisdictions, helping them meet the challenges of providing high-quality, free, appropriate public education to children with disabilities.

The federally funded National Post-School Outcomes Center provides technical assistance to state education agencies in the development and use of data systems designed to improve transition services to youth with disabilities.

SIGnetwork (State Improvement Grants Network) serves recipients of OSEP's State Personnel Development Grant, assisting state education agencies and their partners in reforming and improving early-intervention, educational, and transitional service systems, improving results for children with disabilities.

Rendezvous, a tool developed by TACS, is a web-based data-collection, planning, and reporting tool that state education agencies may use to provide high-quality services to students with disabilities.

Youth Enrichment and Talented and Gifted Programs and Services

Marjorie DeBuse, Director

541-346-3084

www.uoyouth.org

This outreach unit provides course work in gifted education and field-based practicums at undergraduate and graduate levels; summer, Saturday, and afterschool learning experiences for youth that extend and enhance their K-12 school program; assistance and training for educators, school district personnel, youth service providers, and parents to effectively help advanced learners attain their intellectual and academic potential; recognition and

support for the social and emotional needs of high-ability students through consultation and referral; and the introduction of precollege youth and their families to the University of Oregon through campus-based activities.

Facilities, Organizations, and Services

Center for Family Therapy

Tiffany Brown, Clinical Director

541-346-0923

170 HEDCO Education Building

The Center for Family Therapy is the on-site training clinic for the couples and family therapy program. Therapists and supervisors operate from a systemic, ecological perspective, noted for its consideration of the social group in which individual behavior exists. Staff members take a nonpathology-oriented, strengths-based approach to human behavior and change. Interns are closely supervised in the use of state-of-the-art video and live-observation equipment. Therapy is often brief and change oriented. Fees, which are charged on a sliding scale related to income, range from $15 to $100 a session, and the service is available to the community at large.

Institute for Leadership and Diversity in Education

Charles Martinez, Director

The Institute for Leadership and Diversity in Education was established to encourage an ongoing dialogue about increasing cultural, linguistic, ethnic, racial, religious, sexual, and competence diversity. The institute strives to promote a culture that develops, respects, and celebrates the norms, values, and beliefs representing the diversity of our identities and those we have in common. Through coexistence of our individual and shared identities, we feel that we belong to and can effectively participate in our democratic processes and economic order.

Through the establishment of a forum and an action-taking network for exercising leadership, the institute identifies priorities for creating climates of respect, cultures of belonging, and inclusive learning communities.

Learning Commons

Terry Kneen, Coordinator

541-346-7616

110 HEDCO Education Building

https://education.uoregon.edu/admin-unit/learning-commons

The Learning Commons is designed for student collaboration and study. Two rooms can be reserved for groups of ten, with four smaller rooms that can serve three or be used for individual study. The main room has a variety of seating for groups or individuals, with a total seating capacity of seventy. Laptops can be connected to five large, wall-mounted flat panels for group project work. Twenty-four desktop computers with both Macintosh and Windows operating systems have a variety of software, and the area has wireless connectivity. Laptops can be checked out at the front desk for use in the Learning Commons. Both black-and-white and color printing is available using campus cash. Student staff members provide technology help when needed.

Student Academic Services

Angela Whalen, Director

541-346-1391

130 HEDCO Education Building

Student Academic Services offers academic-advising referrals and information on degree and licensure requirements, academic programs, university policies and procedures, and resources available to students. In addition, Student Academic Services maintains student records and collaborates with educator licensing and accreditation entities at state and federal levels to ensure the College of Education is in compliance with policies and procedures that permit students to receive the appropriate degree and license.

College of Education tutoring services offered through this unit help both undergraduate and graduate students

to integrate effective study and learning strategies to maximize their potential for academic progress.
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Counseling Psychology and Human Services

Benedict T. McWhirter, Department Head
541-346-5501
541-346-6778 fax

L240 HEDCO Education Building

Faculty

Kevin W. Alltucker, visiting assistant professor (child development, juvenile delinquency, child welfare reform). BS, 1984, Oregon State; PhD, 2004, Oregon. (2004)

Tiffany Brown, lecturer (self-harm, family dynamics of addiction, collegiate recovery communities). BS, 2002, MEd, 2005, Oregon; PhD, 2009, Texas Tech. (2011)

Krista Chronister, associate professor (domestic violence, career counseling, community intervention). BS, 1996, Florida; MS, 2000, PhD, 2003, Oregon. (2003)

Daniel W. Close, associate professor (prevention of child abuse, independent living, curriculum development). BA, 1971, California Lutheran; MA, 1973, Idaho State; PhD, 1977, Oregon. (1977)

Melissa R. Donovick, assistant professor (Latino mental health, prevention science, child assessment). BA, 1999, California State, Los Angeles; MS, 2006, PhD, 2010, Utah State. (2012)

Shoshana D. Kerewsky, senior lecturer (ethics; international services; lesbian, gay, bisexual, and transgender issues). BA, 1983, Swarthmore; MA, 1990, Lesley; PsyD, 1998, Antioch, New England. (1996)

Atika Khurana, assistant professor (adolescent development and risk-taking, self-regulation and executive functions, family and ecological influences). BS, 2003, MS, 2005, Panjab; PhD, 2009, Ohio State. (2012)

Lauren Lindstrom, associate professor (career development, special education, gender equity). BS, 1985, MS, 1992, PhD, 2000, Oregon. (1988)

Deanna Linville, associate professor (eating disorders and obesity intervention, couples issues). BA, 1997, MS, 2000, PhD, 2003, Virginia Polytechnic Institute and State University. (2003)

Benedict T. McWhirter, professor (adolescents at risk, college student development, connectedness). BA, 1986, Notre Dame; MC, 1988, PhD, 1992, Arizona State. (1997)

Ellen Hawley McWhirter, professor (adolescent career development, empowerment, youth at risk). BA, 1983, Notre Dame; MC, 1988, PhD, 1992, Arizona State. (1997)

Elizabeth Skowron, associate professor (family systems intevention, stress neurobiology, developing self-regulation in children). BA, 1988, Ohio State; MS, 1991, PhD, 1995, State University of New York, Albany. (2012)

Elizabeth A. Stormshak, professor (prevention of delinquency, conduct problems, peer rejection). BA, 1988, Washington (Seattle); MS, 1992, PhD, 1995, Pennsylvania State. (1996)

Surendra Subramani,senior instructor (multicultural education and cross-cultural training, leadership and management, sociology of comparative education); diversity coordinator. BS, 1986, Oregon; MBA, 1993, Oregon State; PhD, 2000, Oregon. (2004)

Jeff Todahl, associate professor (child abuse and neglect prevention, intimate partner violence, community engagement). BA, 1985, Western Washington; MS, 1989, Seattle Pacific; PhD, 1995, Florida State. (1999)

Courtesy

Joseph Arpaia, courtesy assistant professor (clinical hypnosis, autonomic nervous system, mediation and psychotherapy). BS, 1982, California Institute of Technology; MD, 1990, California, Irvine. (2005)

Philip A. Fisher, professor. See **Psychology**.

Richard D. Freund, courtesy assistant professor (research methods, community college counseling, cognitive therapy). BA, 1966, Brown; PhD, 1971, Stanford. (1975)

Jennifer Mauro, courtesy assistant professor. BS, 1986, MS, 1987, PhD, 1991, Oregon. (2007)

Arthur Pearl, adjunct professor (democracy and human services). PhD, 1960, California, Berkeley. (2010)

Marlin Schultz, courtesy associate professor (couples and family therapy). BA, 1967, Cascade; DMin, 1972,

Fuller Theological Seminary. (2003)
Karrie P. Walters, adjunct instructor (human services, child and family interventions, prevention and social justice). BA, 1996, North Texas; MA, 2001, Minnesota, Twin Cities; PhD, 2010, Oregon. (2010)

Emeriti

Martin H. Acker, professor emeritus. BA, 1943, Brooklyn; MA, 1953, PhD, 1963, New York University. (1961)

Henry F. Dizney, professor emeritus. BS, 1954, Southeast Missouri State; MEd, 1955, Wayne State; PhD, 1959, Iowa. (1967)

Gordon A. Dudley, associate professor emeritus. BA, 1956, Kalamazoo; MA, 1959, Colorado; EdD, 1971, Harvard. (1967)

Sally Fullerton, professor emerita. BS, 1956, Oregon State; MA, 1960, Cornell; PhD, 1970, Oregon. (1970)

John W. Loughary, professor emeritus. BS, 1952, Oregon; MA, 1956, PhD, 1958, Iowa. (1962)

Weston H. Morrill, professor emeritus. BS, 1960, MS, 1961, Brigham Young; PhD, 1966, Missouri, Columbia. (1990)

Janet Moursund, associate professor emerita. BA, 1958, Knox; MS, 1961, PhD, 1963, Wisconsin, Madison. (1967)

Anita Runyan, associate professor emerita. BS, 1956, Pacific Union; MS, 1968, PhD, 1972, Oregon. (1972)

Saul Toobert, professor emeritus. BA, 1947, California, Berkeley; PhD, 1965, Oregon. (1963)

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

About the Department

Programs in the Department of Counseling Psychology and Human Services educate and train professionals in counseling psychology, couples and family therapy, and family and human services. Students are trained to effectively identify, treat, and prevent psychological problems in children, adolescents, adults, and families. At the doctoral level, students extend scientific knowledge through research in collaboration with faculty mentors. Field placements, practicum placements, and internships at all levels of training provide students with opportunities to practice in schools, community agencies, and clinical and research settings under the supervision of faculty members, agency personnel, and collaborating scholars.

Undergraduate Studies

Family and Human Services
Daniel W. Close, Major Director

L340 HEDCO Education Building

541-346-2143

The nationally accredited family and human services major leads to a bachelor of arts (BA), bachelor of science (BS) or bachelor of education (BEd) degree. It is designed for students who want to help children, youth, adults, and families learn effective ways to confront the problems in their lives. Participants gain a broad understanding of learning and development, intervention, professional communication, prevention, and agency policy and practices through a combination of course work and field experiences in human service agencies.

Careers. Graduates find work as entry-level professionals in early intervention, child-abuse prevention, youth services and probation, corrections, mental health, and drug and alcohol rehabilitation and treatment. Many go on to pursue graduate study in education, social work, family and human services, counseling psychology, or special education.

Application and Admission

Application Deadline. Students must formally apply to enter the family and human services major. Specific information about the admission deadline may be found on the College of Education website.

Applicants advanced past the written file review are invited for an interview. This group interview is required for admission to the program.

Admission Requirements. At the time of application, students must have

1. Completed a minimum of 55 credits, with a cumulative GPA of 2.50. Completed course work must include the university writing requirement and 8 credits in each of the general-education groups: arts and letters, social science, and science
2. Completed the premajor core with a cumulative GPA of 2.75. Transfer students should meet with the department advisor
3. Demonstrated volunteer experience with children, youth, adults, and/or families
4. Agreed to and subsequently passed a criminal background check for full admission to the program

Major Requirements

Premajor Core. The premajor core, a prerequisite for admission to the major, presents various theories of community service, education, and societal issues relevant to developing professionals in human services. Through core courses, students develop strategies for working with people based on research and practice, and they learn how to use evaluation information to meet the needs of clients and children.

Professional Studies. The family and human services major consists of course work and field-based experiences in human service agencies, taken during the junior and senior years. A field project is completed in the senior year.

Field Experiences. Students participate in supervised activities in public and private human services agencies and organizations. Typically, there are three junior field studies experiences at three different agencies. There are two to three terms of senior placements at the same agency.

Premajor Core	**12 credits**
Issues for Children and Families (FHS 213)	4
Exploring Family and Human Services (FHS 215)	4
Diversity in Human Services (FHS 216)	4

Professional Studies and Field Experiences	**70-74 credits**
Organizational Issues in Human Services (FHS 327)	4
Theory of Family Systems (FHS 328)	4
Youth Psychopathology in Context (FHS 329)	4
Individual and Group Interventions I,II (FHS 330, 331)	7
Special Problems: Beginning Field Studies I,II,III (FHS 406)	9
Special Problems: Advanced Field Studies I,II (FHS 406)	8
Seminar: Junior-Senior Supervision Issues (FHS 407)	6
Research in Human Services (FHS 420)	4
Prevention of Youth Violence (FHS 482) and Prevention of Interpersonal Violence (FHS 483)	8
Junior Professional Practices and Issues I,II,III (FHS 491, 492, 493)	9
Senior Professional Practices and Issues (FHS 494, 495)	6
Senior Project Proposal (FHS 496)	1
Senior Project (FHS 497)	1-4

Service Learning Program

Deanna Chappell Belcher, Director

541-346-8285

370 HEDCO Education Building

Service-learning is a teaching and learning strategy that integrates community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The Service-Learning Program offers courses with a service component (available for variable credit, depending on how many hours of work you do). When

students pair academic work with learning outside the classroom, each enriches the other. Through service-learning, students not only learn the practical applications of their studies, they become actively contributing citizens and community leaders through the service they perform.

Substance Abuse Prevention

Shoshana D. Kerewsky, Academic Coordinator

541-346-4135, -4136, or -3397

180 Esslinger Hall

sapp.uoregon.edu

The Substance Abuse Prevention Program (SAPP) provides academic course work in the areas of alcohol and drug prevention, intervention, treatment, and recovery. Faculty members also work professionally in the field, which provides them with updated, applicable course content and real-world experience.

Students, professionals, and community members may take SAPP courses to broaden their knowledge base, earn college credits, or complete a SAPP area of concentration. Through collaboration with the Addiction Counselor Certification Board of Oregon, SAPP offers course work required to pursue state credentials for the the certified prevention specialist (CPS) and the certified alcohol and drug counselor (CADC I and CADC II). SAPP works with community partners to offer a variety of practicum placement sites where students may gain the experience and skills to prepare them to enter the field.

Graduate Studies

The department offers master's degrees with a major in counseling, family, and human services and a doctoral degree with a major in counseling psychology. The department's faculty also provides courses for other College of Education and university programs.

Accreditation. The doctoral program is one of two counseling psychology programs in the Pacific Northwest that is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979), and it is recognized as acceptable for licensure by the Oregon Board of Psychologist Examiners. The couples and family therapy program is one of two programs 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 (MA), master of science (MS), or master of education (MEd) degree. For the MA degree, the candidate must demonstrate proficiency in a second language.

Master of Arts or Master of Science

The MA or MS degree in counseling, family, and human services requires a minimum of 114 credits. Students are not admitted directly to an MA or MS program. These degrees are earned by enrolled doctoral candidates who meet the requirements as they complete a PhD degree. Some graduate courses taken at another accredited institution may be applied to the requirements.

Requirements	**114 credits**
Psychological foundations	15
Research competencies	20
Practitioner competencies	54
Professional competencies	7
Elective courses and seminars	18

Master of Education

The major in counseling, family, and human services with a specialization in couples and family therapy leads to a master of education (MEd) degree.

Couples and Family Therapy

Jeff Todahl, Program Director
L240 HEDCO Education Building

541-346-0909

This two-year program trains students as professional family therapists in preparation for state licensure. This intensive training combines a strong theoretical base in systemic therapy with applied clinical experience. The clinical practicum includes 400 client contact hours (50 percent with couples or families) and eighty hours of individual and group supervision. Supervision at the Center for Family Therapy involves live observation, participation in reflecting teams, and video- and audiotaped sessions. In addition, students see clients at community agencies, clinics, and therapist practices.

Requirements	**90 credits**
Theoretical foundations	19
Individual and family development	25
Research competencies	3
Professional ethics	4
Clinical practice	28
Additional courses	11

Application and Admission. Detailed admission policies and procedures for the couples and family therapy specialization are available on the couples and family therapy website. Students are admitted only for fall term, and completed applications must be received by the deadline published on the website for the following fall term. Only completed applications are reviewed for admission. Applicants are evaluated on (1) quality of work; (2) Graduate Record Examinations (GRE) or Millers Analogies Test (MAT) scores; (3) related work, background, or experience; (4) résumé with statement of purpose; (5) diversity essay response; (6) three letters of recommendation; and (7) 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

Ellen McWhirter, Training Director

L240 HEDCO Education Building

541-346-2456

The PhD program in counseling psychology has been accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979) 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 PhD 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 evidence-based counseling interventions for assessing and intervening in the many levels of context in which human problems emerge. These include learning culturally sensitive assessment and intervention strategies designed to increase understanding and effect change at the individual, familial, school, and community levels. Students are instructed to critically reflect on the science and practice of psychology and engage in social justice advocacy as core to their training.

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 four-term sequence of doctoral-level statistics and at least four additional courses in philosophy of research, research design, and measurement. Every doctoral student must complete a dissertation-18 credits in Dissertation (CPSY 603)-that demonstrates the ability to conduct independent, original research.

Graduates are prepared to work as researchers, practitioners, and educators 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.

PhD Degree Requirements	**178 credits**
Psychological foundations	minimum of 27
Research competencies	minimum of 66
Practitioner competencies	minimum of 63
Professional competencies	minimum of 16
Additional courses	minimum of 6

The MEd and DEd programs in counseling psychology are inactive.

Application and Admission

Students are admitted to start fall term only. Prospective applicants may find detailed admission policies and procedures on the counseling psychology website. The closing date for receipt of completed applications is posted on the website for entry the following fall term. Notices about the disposition of applications are mailed by April 15.

Applicants are evaluated on (1) academic record; (2) Graduate Record Examinations (GRE) general test scores; (3) related work, research, and life experiences; (4) a statement of purpose in seeking admission; (5) letters of recommendation; and (6) an interview. Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package.

Graduate training includes completion of a dissertation as well as practicum and internship placements in which students work with children and adults, families, groups, and communities.

Counseling Psychology Courses (CPSY)

198 Workshop: [Topic] (1-2R) A current topic is College and Career Preparation.
199 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-5R)

404 Internship: [Topic] (1-12R)

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

406 Special Problems: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) A current topic is Life Skills.

408/508 Workshop: [Topic] (1-21R) Current topics include Crisis Intervention, Crisis Prevention, Graduate School Preparation, and Self-Care for Human Service Providers.

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-5R) Current topics include Sex, Drugs, and Relationships and Relationship Communication Skills.

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) Current topics are Social Aspects of Behavior and Lifespan Developmental Psychology.

612 Professional Ethics (3) Not offered 2013-14.
613 Introduction to Counseling Psychology (3) Historical foundations of counseling psychology. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the profession. Prereq: admission to the program.

614 Theories of Counseling (3) Overview of selected historical and current counseling theories.

615 Counseling Diverse Populations (4) Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.

617 Theories of Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; intervention in strategies; and career resources in the context of a multicultural society.

622 Psychological Assessment (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.

642 Child-Family Interventions (4) Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences.

643 Community and Preventive Interventions (3) Research and practice in community intervention designed to prevent mental and physical health problems. Includes health promotion, work-site interventions, school and community prevention programs. Prereq: CPSY 642.

651 Advanced Individual Counseling Intervention (3) Focuses on applying interpersonal process and problem-management approaches to individual counseling and psychotherapy; using assessment information in treatment planning. Prereq: CPSY 641.

654 Supervision and Agency Administration (4) Principles, methods, and ethical practice of clinical supervision. Theory of and research about models of counselor professional development. Review of supervision process and outcome research. Includes laboratory.

704 Internship: [Topic] (1-15R)

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

708 Special Topics: [Topic] (1-16R)

709 Practicum: [Topic] (1-16R)

Couples and Family Therapy Courses (CFT)

401 Research: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (1-5R)A current topic is Healthy Relationships.

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)

614 Child Mental Health and Diagnosis (4) Emphasizes the etiology, nosology, phenomenology, and diagnosis of mental-health disorders in children. Examines social and cultural assumptions about "normal" versus "pathological" behavior, cognition, and emotion.

615 Introduction to Marriage Family Therapy (3) Surveys the distinct disciplines of couples and family therapy.

616 Family Theory (3) Surveys macro theories and their relationship to families and family therapy with emphasis on systems, communications, and ecological theories.

618 Research Methods in Counseling (4) Not offered 2013-14.

619 Gender and Ethnicity (3) Not offered 2013-14.

620 Mental Health and Diagnosis (3) Study of maladaptive behavior, treatment, and prevention emphasizing the integrative contributions of biological, behavior, cognitive, psychodynamic, humanist-existential, and

community perspectives, including the Diagnostic and Statistical Manual of Mental Disorders.
621 Professional and Ethical Issues (4) Provides a broad introduction to legal, ethical, and professional standards for couples and family therapy.

622 Relational Assessment (1) Examines evidence-based practices for assessment in couples therapy. Integrates systems and communication theory with emerging contextual and behavior-assessment models.

623 Child and Family Therapy (3) Not offered 2013-14.

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) Theories and research on the acceleration and cessation of violence in the family and assessment of responses to violent family behaviors and to perpetrators, survivors, and families.

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 Theories in Relational Therapy (4) Studies theories and models of couples and family therapy; self-evaluation of clinical work. Examines integration, specifically the "metaframeworks" model, solution-focused therapy, and emotionally focused 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) Application of systems theory to problems within relationships and their resolution. Includes research findings, assessment, motivation, change, content and process, ethics, and social-macro considerations.

630 Wellness and Spirituality (3) Provides an understanding of existential issues, spirituality, and wellness. Working with clients' life-cycle stages and health-stress issues; resources to promote wellness.

632 Medical Family Therapy (4) Introduction to the theory, fundamentals, and practical applications of medical family therapy.

Family and Human Services Courses (FHS)

199 Special Studies: [Topic] (1-5R)

213 Issues for Children and Families (4) Examines issues and problems confronting children and families in modern society. Issues such as disability, poverty, health care, addictions, racism, and violence are addressed.

215 Exploring Family and Human Services (4) Explores the historic basis and current design of family and human services. Emphasizes services to children, youth, adults, and families.

216 Diversity in Human Services (4) Provides glimpses into various social groups and the rudimentary knowledge, awareness, and skills required to function effectively as a social-service worker within diverse populations.

327 Organizational Issues in Human Services (4) Theories and policies on the organization of human services. Emphasizes the evaluation of results of services for children, youth, adults, and families. Major status required.

328 Theory of Family Systems (4) Examines child development within the context of families and society from an ecological perspective. Focuses on healthy parenting at different developmental stages. Major status required.

329 Youth Psychopathology in Context (4) Presents child and adolescent psychopathology and problems within a diagnostic framework. Topics address psychosocial issues for youth in family and cultural contexts. Major status required.

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. Major status required.

331 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change. Prereq: FHS 330.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-5R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-5R)

406 Special Problems: [Topic] (1-12R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-9R)

409 Practicum: [Topic] (1-9R)
410/510 Experimental Course: [Topic] (1-5R)

420 Research in Human Services (4) Use of research to reform practice in human services. Trends and issues in assessment and evaluation in human services are provided.

482/582 Prevention of Youth Violence (4) Research and practice in community interventions designed to prevent youth violence. Includes home, school, and community-based interventions.

483/583 Prevention of Interpersonal Violence (4) Examines interpersonal violence and community-based prevention using ecological, multicultural, international frameworks. Emphasizes assessment, prevention, intervention, and simultaneous occurrence of adult violence and child maltreatment.

491, 492, 493 Junior Professional Practices and Issues I,II,III (3,3,3) Examines issues and behaviors associated with being a community service professional. Includes ethical standards for professional practice. Major status required.

494, 495 Senior Professional Practices and Issues (3,3) Examines issues and behaviors associated with being a community service professional. Major status required.

496 Senior Project Proposal (1) Students create a written proposal outlining rationale, project description, and timelines for completing the senior project. Major status required.

497 Senior Project (1-4) Students develop a written product or project in conjunction with faculty members and field site personnel. Prereq: FHS 496.

Substance Abuse Prevention Program Courses (SAPP)

199 Special Studies: [Topic] (1-5R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-12R)

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)

.

Education Studies

Juliet "Jill" A. Baxter, Department Head
541-346-3404

124 Lorry I. Lokey Education Building

Faculty

Juliet "Jill" A. Baxter, associate professor (mathematics and science education, professional development of teachers). AB, 1975, MA, 1977, PhD, 1987, Stanford; MA, 1977, Minnesota. (2002)

Ronald A. Beghetto, associate professor (creativity, teacher development). BA, 1993, BA, 1995, MS, 1998, Wyoming; PhD, 2002, Indiana. (2002)

Nancy Bray, instructor (English language learners, curriculum and instruction, reading and language arts); practicum placement coordinator. BA, 1976, MS, 1990, Oregon. (2009)

CHiXapkaid (Donald Michael Pavel), professor (Native American students in K-20 education, higher education policy, assessment and student retention). BA, 1981, Puget Sound; MEd, 1986, PhD, 1991, Arizona State. (2010)

Jeffrey Edmundson, lecturer (curriculum and instruction, social studies education, education for ecological sustainability). BA, 1977, Wesleyan; MA, 1980, Oregon; Ed. D., 2003, Portland State. (2008)

Joanna Goode, associate professor (education for social justice, instructional technology, urban education). BS 1997, MEd, 1998, PhD, 2004, California, Los Angeles. (2005)

Jeanne Hall, instructor (preservice-teacher field experience, Japanese immersion, teacher mentoring). BA, 1978, Azusa Pacific; MEd, 1984, Washington (Seattle). (2002)

Abby Lane, instructor (bilingual eduation, English language learners, migrant education). BA, 1983, California State, Northridge; MEd, 1992, Oregon. (2000)

Lisa Mazzei, associate professor (qualitative research methodology, curriculum theory, whiteness studies). BA, 1983, Marshall; MA, 1984, PhD, 1996, Ohio State. (2012)

Rhonda Myers, instructor (English language learners, school administration, teacher development); practicum placement coordinator. BA, 1971, Southwestern Oklahoma State; MEd, 1987, Oklahoma. (2010)

Edward Olivos, associate professor (bilingual education, Latinos and education, teacher preparation). BA, 1991, MA, 1997, PhD, 2003, San Diego State. (2007)

Jerry L. Rosiek, associate professor (multicultural education, qualitative research methods, teacher knowledge). BA, 1987, BS, 1988, Texas A & M; PhD, 1997, Stanford. (2005)

Alison Schmitke, instructor (social foundations of education, feminist curriculum theory, sports education). BA, 1994, Willamette; MEd, 1996, Portland State; PhD, 2008, Alabama. (2006)

Mia Tuan, professor (racial and ethnic relations, immigrant adaptation, Asian transracial adoption). BS, 1990, California, Berkeley; MS, 1992, PhD, 1996, California, Los Angeles. (1996)

Emeriti

Edna P. DeHaven, professor emerita. BS, 1951, Oregon College of Education; MEd, 1962, PhD, 1969, Oregon. (1969)

Gary W. Ferrington, senior instructor emeritus. BS, 1964, Portland State; MS, 1967, Southern California. (1967)

M. D. "Mark" Gall, professor emeritus. BA, 1963, MEd, 1963, Harvard; PhD, 1968, California, Berkeley. (1975)

Judith K. Grosenick, professor emerita. BS, 1964, Wisconsin, Oshkosh; MS, 1966, PhD, 1968 Kansas. (1984)

William H. Harris, associate professor emeritus. BA, 1949, Willamette; BS, 1951, MS, 1953, Eastern Oregon; DEd, 1967, Oregon. (1969)

Ray E. Hull, professor emeritus. BS, 1958, MS, 1962, Oregon State; DEd, 1969, Oregon. (1970)

William E. Lamon, associate professor emeritus. BS, 1964, San Francisco; MS, 1965, California State; PhD, 1968, California, Berkeley. (1972)

David G. Moursund, professor emeritus. BA, 1958, Oregon; MS, 1960, PhD, 1963, Wisconsin, Madison. (1967)

Ione F. Pierron, associate professor emerita of librarianship. BA, 1936, Puget Sound; MA, 1955, Minnesota;

MS, 1960, Oregon. (1948)
Mildred C. Robeck, professor emerita. BA, 1951, MEd, 1954, PhD, 1958, Washington (Seattle). (1967)

John E. Suttle, professor emeritus. BS, 1948, Texas; MEd, 1952, Colorado; EdD, 1960, Texas. (1959)

Robert A. Sylwester, professor emeritus. BS, 1949, Concordia Teachers; MEd, 1953, DEd, 1961, Oregon. (1968)

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

About the Department

License and degree programs in the Department of Education Studies prepare professionals to work in education. The undergraduate major in educational foundations leads to a bachelor of arts (BA) or bachelor of science (BS) degree. In some cases, students may earn a bachelor of education (BEd) degree.

The master's-level programs includes (1) a degree in curriculum and teaching with a specialization in early childhood-elementary education or middle school-high school education, which includes a recommendation for a state-approved teaching license and a master of education (MEd) degree, and (2) a program in curriculum and teacher education for those already holding a teaching license and are seeking a master of science (MS) degree. Also available are add-on endorsements for licensed teachers in English for speakers of other languages and reading.

The doctoral degree program leads to a doctor of philosophy degree (PhD) in critical and sociocultural studies in education.

Undergraduate Studies

Educational Foundations
The purpose of the educational foundations major is to prepare future professionals in education and related fields: critical thinkers, well-informed about theory and practice, who possess the knowledge and skills to be agents of change in economically, racially, culturally, and linguistically diverse communities. The program focuses on content preparation and provides students with a sophisticated understanding of the intersections of multiple disciplines within larger historical and contemporary themes.

The two-year program, completed during the junior and senior years, prepares undergraduate students for admission into master's-level teacher certification programs or other Graduate School programs such as social work or psychology. The educational foundations major does not result in a teaching license.

Major Requirements

Students planning to major in educational foundations enter the university as education premajors. Transfer students and university students from other majors may become premajors by submitting a Request for Addition or Deletion Major form, available online. Premajors are not eligible to take most 300- and 400-level education courses. Premajor status does not guarantee admission to the educational foundations major.

Premajor Courses	**16 credits**
Educational Issues and Problems (EDST 111)	4
Special Studies: Teachers in Film (EDST 199)	4
Beginning Applications in Educational Technology (EDST 220)	4
Special Studies: Teaching in the 21st Century (EDST 399)	4

The major is designed as a two-year program completed during the undergraduate junior and senior year. The major requires core courses in five areas: learning, teaching, and assessment; curriculum theory; technology and education; literacy; and equality of opportunity. Additional courses are required in mathematics, science, and a variety of other subjects, including reading, art, music, and physical education.

Major Courses	**47 credits**
Learning, Teaching, and Assessment	
Autobiography of Schooling (EDST 331)	4

Learning, Teaching, and Assessment I,II (EDST 332, 333)	8
Observation: Learning, Teaching, Assessment I,II (EDST 338, 339)	2
Curriculum Theory	
Curriculum Studies I,II (EDST 342, 343)	8
Technology and Education	
Technology Education (EDST 422)	4
Literacy	
Literacy across the Curriculum (EDST 461)	4
Interventions for the Struggling Reader (EDST 462)	4
Equality of Opportunity	
Living in a Stratified Society (EDST 420)	4
Two from Equal Opportunity: Ecojustice and Education (EDST 451), Equal Opportunity: Poverty (EDST 452), Equal Opportunity: Patriarchy (EDST 454), Equal Opportunity: Homophobia (EDST 455), Equal Opportunity: Colonization and Genocide (EDST 456), Equal Opportunity: Diaspora and Immigration (EDST 457)	6
Observation: Equal Opportunity I (EDST 458) (repeatable twice for a maximum of 3 credits)	3

Application and Admission

Students must submit a formal application for admission to the major. Application to the major is made before beginning the junior year of study and may be made only during winter term of each academic year. Seniors who transfer from another university or change their major may be admitted but are not guaranteed graduation within one year. Application materials and directions are available on the College of Education website.

Graduate Studies

Curriculum and Teaching Major

Students pursuing a master of education degree (MEd) are admitted to the curriculum and teaching major through the K-12 licensure program, UO Teach, which emphasizes critical teaching, cultural awareness, and strong preparation in subject matter. Completion of the program leads to a teaching license and a master of education degree (MEd) in curriculum and teaching.

The program has two specializations: early childhood-elementary education or middle school-high school education. The middle school-high school specialization prepares students for licensure in only the following subject areas: language arts, social studies, basic and advanced mathematics, biology, chemistry, physics, integrated science, and a number of second languages, including Spanish, French and German. Both specializations include embedded preparation in English for speakers of other languages (ESOL).

Students who successfully complete the licensure part of the master's degree program are eligible to be recommended for a teaching license, which is granted by the Oregon Teacher Standards and Practices Commission.

UO Teach is a five-term, full-time program, though a small number of part-time students may be accepted for a two-year program. It is a cohort-based program (students are taught as a community rather than as a collection of individuals) in which students take courses in a specified sequence. Course work considers such questions as how students learn, how culture affects the teaching and learning process, and the role of schools in either maintaining or challenging social injustice, and has a strong focus on subject-related teaching methods that emphasize critical thinking and teaching. Students are in field placements in schools for an entire academic year, including two terms of student teaching. More information on the program is available at the website: education.uoregon.edu/uoteach.

Application and Admission

UO Teach has limited enrollment; it may not be possible to admit every applicant who meets the basic criteria. Admission criteria include the student's grade point average (GPA), scores on licensure-related tests, content preparation, experience working with young people, a commitment to working with diverse populations, and strong communication skills. See the website for application details.

Curriculum and Teacher Education Major

This major leads to a master of science degree. The program is designed for those who already hold a teaching license and want to build on their knowledge by introduction to the latest scholarship on teaching.

Students in the major take six core courses (24 credits) in foundations of education, teacher professionalism, and research methodology. With the guidance of a faculty advisor, students then choose at least one area of specialization and plan a program of 16 credits, plus 16 additional credits of electives, for a total of 56 credits. Among the specializations currently offered are English for speakers of other languages (ESOL) endorsement, reading endorsements, added secondary subject endorsements, and special education. A specialization in sustainability education is in the planning stages.

This is designed as a part-time program; note that the Graduate School requires students to take at least 3 credits per term. Courses are offered in summer session and in the evenings during the school year. More information is available at education.uoregon.edu/cted.

Application and Admissions

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field (priority given to those seeking ESOL or mathematics endorsements), and the interview. See the website for application details.

English for Speakers of Other Languages (ESOL) Endorsement

The add-on endorsements in ESOL and ESOL-bilingual education prepare educators to serve students who enter the public school system with a native language other than English. Course work and field experiences develop teachers' (1) planning, delivery, and assessment of ESOL instruction; (2) knowledge of effective second-language program models; (3) ability to serve as a resource to content teachers to ensure successful transition of a child from a sheltered program to the mainstream program; and (4) ability to advocate for literacy in more than one language and for education with more than one cultural focus, resisting assimilationist approaches to ESOL education. Another goal of these endorsement programs is to prepare teachers to view the native culture of an ESOL student as a source of pride and enrichment.

ESOL Endorsement. The program for the ESOL endorsement requires satisfactory completion of 19 credits, including four courses and a practicum. As an add-on endorsement, it is only available to licensed teachers.

Students who have completed an ESOL endorsement and are proficient in another language may add the bilingual endorsement by passing two tests: the American Council on the Teaching of Foreign Languages Oral Proficiency Interview and the appropriate Oregon Educator Licensure Assessments-National Evaluation Series language test. No course work is necessary for the bilingual endorsement.

Reading Endorsement. The reading endorsement is an option available to those who already hold an Oregon teaching license and want to become reading interventionists. The program has a multilingual-multicultural emphasis that offers a linguistically and culturally inclusive approach to literacy education, including attention to the needs of speakers of other languages and nonstandard English. Students complete six courses and a practicum for a total of 27 credits.

Application and Admissions. Applicants must hold a teaching license. Students are admitted on a rolling basis but typically begin the program in summer or fall. For application information and deadlines, visit education.uoregon.edu/reading.

Licensure

Licensure programs of the Department of Education Studies meet the requirements of the Oregon Teacher Standards and Practices Commission. Initial licensure programs include early childhood-elementary education and middle-secondary education. Endorsements are available in ESOL and ESOL-bilingual education and reading.

Critical and Sociocultural Studies in Education Major
The University of Oregon doctor of philosophy degree (PhD) in critical and sociocultural studies in education emphasizes the development of expertise in research on curriculum, instruction, and teacher education. The program is designed to prepare candidates for work as faculty members at universities. Graduates may also pursue careers as researchers at state agencies or private research centers. The program requires disciplined study of the processes of teaching and learning as well as critical discussions about worthwhile teaching subjects. Courses of study in the program focus on 1) the development of teachers as curriculum designers, critical and creative thinkers, and scholars of their practice; 2) the cognitive foundations of teaching practice; 3) the social and cultural context in which teaching and teacher education takes place; 4) the ideological, cultural, and philosophical foundations of educational practice; and 5) extensive and rigorous preparation in qualitative and/or quantitative research methods.

The program requires a minimum of 185 graduate credits, at least 84 of which must be earned after admission to the program.

Admission. The program is small; approximately ten students are admitted every two years. The next cohort will be admitted for fall 2015. Application details are available online at education.uoregon.edu/csse.

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

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

199 Special Studies: [Topic] (1-5R) A recent topic is Exploring Educational Studies.

220 Beginning Applications in Educational Technology (4) Development of skills and exploration of computer applications useful for communicating in an educational setting.

221 Advanced Applications in Educational Technology (4) Introduction to using web-based tools and applications for a variety of school activities. Not offered 2013-14.

231 Teaching in the 21st Century (4) Exploration of who teachers are and what teachers do in urban, suburban, and rural school settings.

331 Autobiography of Schooling (4) Through critical autobiographies, case studies, readings, and application activities, students examine and reflect on life in classrooms. Sequence with EDST 332, 333, 338, 339, 342, 343, 348, 349.

332 Learning, Teaching, and Assessment I (3) Examination of various disciplinary literatures on learning, teaching, and assessment. Sequence with EDST 331, 333. Prereq: EDST 331; coreq: EDST 338.

333 Learning, Teaching, and Assessment II (3) Focuses on specific school subjects that provide a context for examining the basic assumptions underlying teaching, learning, and assessment. Sequence with EDST 331, 332. Prereq: EDST 332; coreq: EDST 339.

338 Observation: Learning, Teaching, Assessment I (1) Studying children to determine how they make sense of school subjects. Pre- or coreq: EDST 332.

339 Observation: Learning, Teaching, Assessment II (1) Focuses on developing skills in observation of learning, teaching, and assessments. Pre- or coreq: EDST 333.

342 Curriculum Studies I (4) Examines basic assumptions underlying curriculum in specific subject areas. Sequence with EDST 343.

343 Curriculum Studies II (4) Examines basic assumptions underlying curriculum development in K-12 schools. Sequence with EDST 342.

399 Special Studies: [Topic] (1-5R) Recent topics include Teaching by Teachers.

401 Research: [Topic] (1-18R)

402 Supervised College Teaching (1-6R)

404 Internship: [Topic] (1-18R)

405 Reading and Conference: [Topic] (1-18R)

406 Special Problems: [Topic] (1-16R) Recent topics include Educational Foundations, IDEA Reading.

407/507 Seminar: [Topic] (1-5R) Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.
408/508 Workshop: [Topic] (1-6R)

409 Practicum: [Topic] (1-18R) Topics include Integrated Licensure I,II,III.

410/510 Experimental Course: [Topic] (1-5R) Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods, Computers and Curriculum.

411 Childhood Studies (3) Examines child development from within the context of specific development and ecological theories.

420 Living in a Stratified Society (4) Examines the stratification of wealth, status, and opportunity for advancement in our society. Edmundson.

422/522 Technology Education (3) Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field. Goode.

440/540 Physical Education for Diverse Learners (3) Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.

451/551 Equal Opportunity: Ecojustice and Education (3) Examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment. Prereq: EDST 420; coreq: EDST 458/558.

452/552 Equal Opportunity: Poverty (3) Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students. Prereq: EDST 420.

453/553 Equal Opportunity: Racism (3) Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth. Prereq: EDST 420.

454/554 Equal Opportunity: Patriarchy (3) Examines the way gender affects educational experiences and influences the educational achievement of students. Prereq: EDST 420.

455/555 Equal Opportunity: Homophobia (3) Examines the way sexuality and sexual identity influence the educational experiences of students. Prereq: EDST 420; coreq: EDST 458. Schmitke.

456/556 Equal Opportunity: Colonization and Genocide (3) Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide. Prereq: EDST 420. CHiXapkaid.

457/557 Equal Opportunity: Diaspora and Immigration (3) Examines the way educational institutions have responded to human migration generally and to immigrant students specifically. Prereq: EDST 420. Olivos.

458/558 Observation: Equal Opportunity I (1R) An analysis of specific dimensions of educational opportunity in the field. Prereq: EDST 420; coreq: one from EDST 451, 452, 453, 454, 455, 456, 457. **R** twice for a maximum of 3 credits.

459/559 Observation: Equal Opportunity II (1) Analysis of educational opportunity in the field. Prereq: EDST 420; coreq: one among EDST 452, 453, 454, 455, 456, 457, SPED 411.

461 Literacy across the Curriculum (4) Examines the way various forms of literacy affect all learning processes.

462/562 Interventions for the Struggling Reader (4) Focuses on prevention efforts and interventions for struggling readers.

463 Foundations of Reading (4) Introduction to the various theoretical dimensions of reading and writing that form the foundation for understanding and teaching the complex texts children encounter today. Prereq: EDST 461.

471/571 Foundations of Algebra Learning (4) Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472/572.

472/572 Foundations of Geometry Learning (4) Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471/571.

601 Research (1-16R)

602 Supervised College Teaching (1-9R)

603 Dissertation (1-16R)

605 Reading and Conference (1-5R)

606 Field Studies (1-9R)

608 Workshop (1-5R)

609 Practicum (1-16R)

610 Experimental Course (1-5R)
611 The Scholarship of Teaching (4) Examines the recent emergence of a focus on teachers as reflective practitioners, inquirers, action researchers, and scholars of pedagogical understanding. Rosiek.

612 Foundations of Teaching and Learning (4) Provides students with the psychological foundations of teaching and learning. Beghetto.

613 Motivation and Management (4) Focuses on the inextricable relationship between assumptions about human motivation and classroom management practices. Beghetto, Hall.

614 Cultural Context of Education (4) Examines the cultural foundations of educational practice through a critical review of four decades of ethnographic research on school and student culture. Goode, Schmitke.

615 Technology and Education (4) Introduction to major contemporary issues affecting education in the digital age. Goode.

616 Language, Power, and Education (4) Examines the politics, policies, and practical realities associated with language and literacy in educational settings and how these issues affect all students to some degree. Olivos.

619 Teaching for Literacy (4) Prepares middle and high school teachers who are expected to teach specific content areas and literacy strategies as part of a reading endorsement. Offered as needed.

620 Evolution and the Math Wars (4) Focuses on the debates that influence, and in some cases overshadow, the teaching of mathematics and science from kindergarten to grade 12. Sequence with EDST 621, 622 (or 623, 624), 626. Baxter.

621 Representing Mathematical Concepts (4) Students deepen their content knowledge, widen their understanding of student conceptualizations of mathematics, and reflect on their own mathematics instructional practices. Sequence with EDST 620, 622, 626.

622 Mathematical Problem-Solving Curriculum (4) Prepares students to view mathematics as a problem-solving field rather than a set of discrete skills and operational rules. Sequence with EDST 620, 621, 626. Prereq: EDST 621.

623 Representing Science Concepts (4) Examines why science is taught, what science subjects need to be taught, and how science is learned. Sequence with EDST 620, 624, 626.

624 Scientific Problem-Solving Curriculum (4) Presents science as a problem-solving field rather than a set of discrete facts and concepts. Introduces scientific literacy as the aim of science teaching. Sequence with EDST 620, 623, 626. Prereq: EDST 623.

626 English Language Learners Pedagogy for Mathematics and Science (4) Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the curricular mandates of mainstream mathematics and science courses. Sequence with EDST 620; 621, 622 (or 623, 624).

629 Critical Literacy in Multilingual Society (4) Examines theory and practice in the teaching of critical literacy in a multicultural and multilingual society as part of a reading endorsement. Not offered 2013-14.

630 Humanities Curriculum and Cultural Conflict (4) Examines the epistemology and conceptions of education that underlie the humanities curriculum at the secondary level. Sequence with EDST 631, 632 (or 633, 634 or 635, 636); 638. Edmundson.

631 Representing Literature to Young People (4) Examines why literature is taught and the way teachers represent literary works to students. Sequence with EDST 630, 632, 638. Schmitke.

632 Engaging Students in Writing (4) Overview of strategies and tools for engaging students in the writing process. Emphasis on genres of writing and use of technology to enhance student writing. Sequence with EDST 630, 631, 638. Prereq: EDST 631.

633 Representing Second-Language Concepts (4) Provides a research-based foundation for planning, teaching, assessing, and managing second-language learning for the great diversity of students encountered in middle and high school. Sequence with EDST 630, 634, 638.

634 Second-Language Conversation and Composition (4) Advanced teaching methodologies, techniques, and skills to effectively promote proficiency and fluency in second languages. Sequence with EDST 630, 633, 638. Prereq: EDST 633.

635 Representing Social Studies Concepts (4) Examines why social studies is taught and the way teachers represent social studies concepts to students. Sequence with EDST 630, 636, 638. Edmundson.

636 Social Studies Inquiry and Analysis (4) Explores the theory and practice of teaching social studies as a specialized form of inquiry. Sequence with EDST 630, 635, 638. Prereq: EDST 635. Schmitke.

638 English Language Learners Pedagogy for Humanities (4) Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the curricular mandates of mainstream language arts and social studies courses. Sequence with EDST 630; 631, 632 (or 633, 634 or 635,

636).

640 Constructing Meaning through Literacy (4) Provides concepts and strategies used in teaching children to read. Focuses in particular on instruction for beginning and intermediate readers and writers. Sequence with EDST 641.

641 Reading as a Cultural Practice (4) Examines the teaching of reading as a practice filled with cultural meaning, placing reading education in its wider social and cultural context. Sequence with EDST 640.

642 Pedagogical Methods in the Humanities (4) Explores the application of language arts and social studies methods and strategies for future elementary school practitioners.

643 Teaching Mathematics: Facts and Inquiry (4) Focuses on four areas of instruction crucial to becoming a skillful beginning teacher of mathematics. Sequence with EDST 644. Baxter.

644 Teaching Mathematics: Inquiry in Context (4) Investigates techniques and strategies used to effectively teach mathematics and assess students. Sequence with EDST 643. Prereq: EDST 643.

645 Teaching Science: Detail and Discovery (4) Emphasizes science as a process of contemplating, exploring, and raising questions about the world in elementary classrooms.

646 English Language Learners Pedagogy for Elementary Classrooms (4) Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the mandates of elementary-level curriculum. Prereq: EDST 641. Lane.

650 Teacher Education: Policy and Practice (4) Explores the work of contemporary scholars who are attempting to bridge the division between policy and practice in teacher education. Offered alternate years. Baxter.

652 Teacher Education: Analyzing Foundational Concepts (4) Examines foundational concepts that shape research and practice in teacher education. Offered alternate years.

654 Learning and Motivational Sciences (4) Survey of the learning and motivational sciences for advanced graduate students. Offered alternate years. Beghetto.

655 Creativity and Conformity in Classrooms (4) Focuses on the role of creativity and imaginative play in teaching, learning, and charging academic subjects with meaning. Offered alternate years. Beghetto.

656 Advanced Analysis of Single-Case Research (3) Focuses on application of statistical and meta-analytic strategies for analyzing single-case research. Sequence with EDUC 650, 652, 654. Prereq: EDUC 650. One course in structural equation modeling or hierarchical linear modeling is recommended preparation. Offered alternate years.

660 Urban Schools: History and Politics (4) Examines the historical, economic, political, legal, and social context of contemporary urban schooling systems. Offered alternate years. Goode.

661 Sociology: From Reproduction to Resistance (4) Focuses on the ways schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Offered alternate years. Goode.

662 Curriculum Theory: Contesting Educational Content (4) Survey of the history of curriculum theory, the subfield that asks the fundamental question, what is worth teaching? Offered alternate years. Mazzei.

663 Fronteras Pedagógicas: Education and Immigration (4) Examines the way educational institutions have responded to human migration generally and to immigrant students, with an emphasis on bilingual education policy. Offered alternate years. Olivos.

666 Thesis Writing (4R) Seminar for doctoral students who have advanced to candidacy. Emphasis is on support through the dissertation proposal writing process. **R** as needed.

667 Grant Writing: Finding Funders (4) Provides graduate students with the knowledge and skills needed to write successful grant proposals for research, professional development, and curriculum development projects.

670 Philosophy of Research (4) Examines the philosophical assumptions that underlie various research methodologies in the human and social sciences. Rosiek.

673 Qualitative Methodology III: Transformative Inquiry (4) Examines the ethics and aesthetics of naturalistic studies of human experience. Sequence with EDUC 630, 634. Prereq: EDUC 634.

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Educational Methodology, Policy, and Leadership

Akihito Kamata, Department Head
541-346-5171

102 Lorry I. Lokey Education Building

Faculty

Gina Biancarosa, assistant professor (adolescent literacy, struggling readers, advanced statistical methods). BA, 1992, Boston College; EdM, 1999, EdD, 2006, Harvard. (2009)

David T. Conley, professor (policy analysis in education, educational leadership, school restructuring). BA, 1972, California, Berkeley; MA, 1983, PhD, 1986, Colorado, Boulder. (1989)

Nancy Heapes, lecturer (leadership and team practices, leading change, learning organizations). BA, 1979, Adams State; MEd, 1987, PhD, 2007, Oregon. (1998)

Akihito Kamata, professor (psychometrics, quantitative research methods). BEd, 1988, Yamanashi; MS, 1990, Eastern Washington; PhD, 1998, Michigan State. (2009)

Keith Hollenbeck, senior lecturer (large-scale assessment, curriculum-based measures, curriculum and assessment). BA, 1976, Humbolt State; MS, 1981, PhD, 1996, Oregon. (1996)

Charles R. Martinez, associate professor (equity and achievement, diversity issues in education, at-risk families). BA, 1991, Pitzer College; MA, 1993, PhD, 1997, California School of Professional Psychology. (1998)

Kathleen M. Scalise, associate professor (electronic learning, instructional technology and assessment, equity studies). BA, 1982, MA, 2004, PhD, 2004, California, Berkeley. (2005)

Kimberly Sherman, instructor (curriculum and assessment, teacher development, special education). BA, 1983, California State, Northridge; MS, 1990, Hawaii, Hilo; PhD, 2007, Oregon. (2008)

Joseph Stevens, professor (educational and psychological measurement and assessment, statistical and quantitative methods). BA, 1974, MA, 1976, PhD, 1983, Arizona. (2005)

Gerald Tindal, Castle-McIntosh-Knight Professor (systems, assessment program evaluation, applied behavior analysis). BA, 1975, PhD, 1982, Minnesota. (1984)

Yong Zhao, presidential chair; professor (technology and education, globalization and education, educational policy). BA, 1986, Sichuan International Studies; AM, 1994, PhD, 1996, Illinois, Urbana-Champaign. (2010)

Keith Zvoch, associate professor (quantitative methods, program evaluation, statistical modeling). BS, 1992, Pittsburgh; MA, 1995, PhD, 2001, New Mexico. (2007)

Emeriti

Max G. Abbott, professor emeritus. BS, 1949, MS, 1951, Utah State; PhD, 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus. BS, 1948, MS, 1951, Lewis and Clark; EdD, 1964, Stanford. (1967)

Gerald K. Bogen, professor emeritus. BA, 1959, Western Washington; MS, 1961, DEd, 1963, Oregon. (1961)

C. H. Edson, associate professor emeritus. BA, 1964, California, Berkeley; MA, 1970, Oregon; PhD, 1979, Stanford. (1973)

Robert D. Gilberts, professor emeritus. BS, 1950, Wisconsin State; MS, 1955, PhD, 1961, Wisconsin, Madison. (1970)

Arthur C. Hearn, professor emeritus. AB, 1934, MA, 1937, EdD, 1949, Stanford. (1950)

Martin J. Kaufman, professor emeritus. BA, 1964, MEd, 1965, William and Mary; PhD, 1970, Texas, Austin. (1992)

John E. Lallas, professor emeritus; executive dean emeritus. BA, 1947, Washington (Seattle); BA, 1952, Western Washington; EdD, 1956, Stanford. (1957)

Roy E. Lieuallen, chancellor emeritus, Oregon University System. BS, 1940, Pacific University; MS, 1947, Oregon; EdD, 1955, Stanford. (1961)

Philip K. Piele, professor emeritus. BA, 1957, Washington State; MS, 1963, PhD, 1968, Oregon. (1967)

Richard A. Schmuck, professor emeritus. BA, 1958, MA, 1959, PhD, 1962, Michigan. (1967)

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

Participating

Edward J. Kame'enui, special education and clinical sciences

Surendra Subramani, counseling psychology and human services

About the Department

The curriculum leading to master's and doctoral degrees in the Department of Educational Methodology, Policy, and Leadership focuses on the process for development, implementation, and achievement of results in organizations in K-12 settings.

Programs provide educational leaders, policymakers, and researchers with the skills needed to design and implement strategies that improve practices in educational organizations. Graduates are qualified for a variety of positions such as supervisors; specialists in technology and curriculum; principals and superintendents; administrators at the college level (community colleges, four-year colleges, research universities, and international agencies); consultants with school districts; and researchers in evaluation, management, leadership, and educational policy.

Undergraduate Studies

Graduate Studies

The department offers master of arts (MA), master of science (MS), master of education (MEd), doctor of education (DEd), and doctor of philosophy (PhD) degrees with a major in educational leadership.

Master's Degrees

The Department of Educational Methodology, Policy, and Leadership offers the master of science (MS) and master of education (MEd) degrees.

During the first term of graduate work, each student plans a program of study with the assistance of the student's advisor.

In collaboration with the UO Academic Extension office, a master of science degree program with a specialization in educational leadership is offered in British Columbia.

The master of science in educational leadership focuses on five major areas of specialization. Students select one of these specializations when entering the degree program:

Policy and Leadership. For those pursuing careers such as program coordinators or college advisors in central school administration, student support services, or staff and community relations.

Educational Technology and Virtual Schools. Builds theoretical knowledge and applied skills in uses of technology within schools and for leadership in technology-based programs and virtual schools.

Reading Degree or Endorsement. For those who want to work as reading interventionists and serve as local leaders in the development, evaluation, and implementation of data-driven literacy systems.

Quantitative Research Methods in Education. Prepares those pursuing careers in educational research.

Canada Leadership Degree. Focuses on leadership in pre-K-12 educational systems: development of educational leaders; creation of organizational sttructures and functions to facilitate change; classroom assessment techniques and analyses; professional writing for educators.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements.

Doctoral Degrees

The Department of Educational Methodology, Policy, and Leadership offers two doctoral degrees-DEd and PhD. The DEd program, which emphasizes the development of expertise in professional practice, is intended for individuals who want careers as administrators, staff developers, curriculum specialists, or positions at state and local offices. The PhD degree program emphasizes the development of expertise in educational research and

statistical analysis, in educational organizations, in measurement and assessment, or as preparation for becoming a professor of education with a specialization in research.
Both doctoral degree programs attract a diverse group of United States and international students. The programs share several distinctive features:

1. Students add depth and breadth to their program by taking courses in other departments of the College of Education and throughout the university
2. Course content is directly related to research units associated with the Department of Educational Methodology, Policy, and Leadership

The doctoral programs follow the general regulations governing graduate work at the university. Each PhD student plans a program with the guidance of a faculty advisor. In contrast, DEd students complete their program with a cohort and a fixed set of courses. This degree option may be completed concurrently with the initial administrator licensure program.

The DEd degree program may be completed on the Eugene campus or in Portland, Bend, or Ashland.

Degree Requirements

A minimum of 135 graduate credits are required for the doctor of education (DEd) degree program; the doctor of philosophy (PhD) requires a minimum of 184 graduate credits. In both programs, at least 84 credits must be earned after admission to the program; 18 of these 84 credits are earned in Dissertation (603). Students may request to transfer as many as 51 graduate-level credits. The remaining required credits include courses in research methodology and electives. Students in the PhD program also must take a minimum of 12 credits in a disciplinary or interdisciplinary cognate field outside the College of Education.

Residency. Students must complete at least three years of full-time graduate-level academic work beyond the baccalaureate degree. Three consecutive terms of full-time study (graduate credits) must be completed to meet graduate school residency requirements.

Application and Admission. The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about admission to graduate study is available from the department student services coordinator and on the College of Education's website. Information about licensure and degree programs may be obtained from the director of graduate studies.

Reading Endorsement

This option is available to those already holding an Oregon teaching license. This program's emphasis is in literacy leadership and is for those who want to work as reading interventionists and serve as local leaders in the development, evaluation, and implementation of data-driven literacy systems.

Endorsement Requirements. Applicants must have a current teaching license, an undergraduate degree, a 3.00 GPA, and be able to provide three letters of recommendation. Once accepted into the program, students must submit a formal Graduate School application.

Application and Admission. The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about admission to graduate study, including certificate and endorsement programs, is available on the College of Education's website.

License Programs

Administrator License Preparation

541-346-2447

102 Lorry I. Lokey Education Building

Oregon requires administrators in public schools (vice principals, principals, assistant superintendents, superintendents, and other designated personnel) to hold administrative licenses. The University of Oregon offers planned programs of study leading to the initial and continuing licenses for administrators and superintendents.

Initial Administrator License

The initial administrator licensure program prepares students for building and program administration and for initial school district superintendent assignments. The initial administrator license may be issued to an applicant who completes the 26-credit program and (1) has a master's degree from an accredited college or university approved to offer teacher education and (2) provides documentation of at least three years of successful licensed experience. Admission to the program is limited and is based on the applicant's academic work, recommendations, and professional goals. The program begins in June, and admission decisions are made in early spring. Candidates can earn a master of education (MEd) degree at the UO by taking additional course work and completing a master's project.

Continuing Administrator License

This program prepares students for continuing building and program administration-preprimary through grade twelve-and for school district office assignments, including superintendent positions. Students who complete the UO initial administrator licensure preparation program are automatically admitted to the continuing administrator program upon completion of a continuing administrator license application. Application can be made to the program if the applicant completed an initial administrator program at another institution. Applicants to the continuing program must (1) have a master's degree, (2) hold an Oregon 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 (DEd) degree program.

Educational Leadership Courses (EDLD)

199 Special Studies: [Topic] (1-5R)
404 Internship: [Topic] (1-12R)

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

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-12R)

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.

460/560 Measurement and Assessment (2) Covers foundational knowledge in measurement and assessment.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

604 Internship: [Topic] (1-12R)

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

606 Field Studies: [Topic] (1-16R)

607 Seminar: [Topic] (1-6R) Topics include Administrator Licensure, Advanced Research Writing.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R) Topics include Administrator Licensure, Reading, Higher-Education Technology.

610 Experimental Course: [Topic] (1-5R) Topics include Literacy for Learning, Leading Change, Survey Design and Analysis.

611 Virtual Design and Delivery (4) Examines the specific technology, instructional modalities, and learning environments of virtual schools. Students explore a variety of instructional design models and create learning modules that incorporate best practices.

612 Reading Interventions (4) Focuses on providing research-based reading interventions to school-age struggling readers. Includes field experience tutoring a child at the Center on Teaching and Learning Reading Clinic on campus.

613 Reading Research (4) Focuses on the empirical research that serves as the scientific basis for advancing reading pedagogy and practice.
618 Data-Based Decision-Making (4) Examines data-based decision-making in the context of reading development and instruction from kindergarten through twelfth grade.

620 Educational Leadership (4) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and styles of influence. Heapes.

621 Equity and Achievement (3) Provides basics of data analysis and interpretations regarding achievement gaps, as well as applications of multiculturally competent practices in educational administrative settings. Martinez.

625 Survey and Questionnaire Design (4) Students gain practical experience in the collection and analysis of social science information through the design of surveys and questionnaires. Scalise.

628 Hierarchical Linear Models I (4) Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and two-level models. Sequence with EDLD 629. Prereq: EDUC 642.

629 Hierarchical Linear Models II (4) Advanced topics in multilevel modeling and hierarchical data structures including three-level models with random and fixed effects, longitudinal models, and multilevel models. Sequence with EDLD 628. Prereq: EDLD 628. Offered alternate years. Not offered 2013-14.

630 Comparative Education (4) Survey of higher education in selected developing countries; comparison with American higher education; relation to economic development; major problems. Subramani.

632 Educational Policy Analysis (4) Systematic interpretation and analysis of issues in educational policy using techniques such as cost-benefit, competing values, impact, and effects analysis.

633 Structural Equation Modeling I (4) Theory, application, and interpretation of structural equation modeling techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation, and testing. Sequence with EDLD 634. Prereq: EDUC 642. Offered 2013-14 and alternate years.

634 Structural Equation Modeling II (4) Emphasis on structural and latent variable models, including cross-validation, mean structures, comparing groups and models, latent growth-curve analyses. Sequence with EDLD 633. Prereq: EDLD 633. Offered 2013-14 and alternate years.

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.

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.

644 Learning Organization (4) Three facets of learning organization are integrated: structural components, informational systems, and leadership processes.

647, 648, 649 Professional Issues in Education I,II,III (1,1,1) Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation. Hollenbeck.

650 Advanced Seminar Educational Research Methods (4) Examines special issues in the use and application of educational statistics and research design in a discussion-seminar format. Prereq: EDUC 640. Not offered 2013-14.

655 Analysis of Teaching and Learning (4) Increases understanding of theories of learning and methodologies of teaching through analysis of relationship between teaching and learning. Scalise.

656 Technology Foundations (4) Introduces students to computational thinking used in education, preparing them to apply technology foundations in schools.

657 Information Technology for Curriculum Design (4) Addresses integration of classroom educational technology. Participants explore and evaluate best practices on how, when, and why technology might be introduced into education.

658 Online Programs for Virtual Schooling (1-3) Students choose an area of focus and select one module to complete per credit hour.

659 Professional Writing (4) Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

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. Offered alternate years. Not offered 2013-14.
663 Measurement in Research (2) Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes. Prereq: EDLD 560.

664 Online Learning Assessment (2) Covers applied knowledge in measurement and assessment with an emphasis on assessment in an online learning context. Prereq: EDLD 560.

665 Literacy Assessment (2) Covers applied knowledge in measurement and assessment with emphasis on use of reading, writing, and language assessments for instructional and intervention purposes. Prereq: EDLD 560.

670 Analysis of Discrete and Categorical Data (4) Advanced methods for analysis of discrete data. Topics include log-linear, logit, probit, latent class, and mixture models, and other generalized linear models. Prereq: EDUC 642. Offered alternate years.

672 Analysis of Large-Scale Databases (4) Introduction to secondary data analysis and the use of data from national and other databases. Prereq: EDUC 642. Offered alternate years. Not offered 2013-14.

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.

679 Advanced Program Evaluation (4) Focuses on the analysis of evaluation data. Topics include alternative research designs, matching, use of propensity scoring, and time series designs. Prereq: EDUC 621. Not offered 2013-14.

681 Program Evaluation for Educational Managers I (4) Offered in Canada only.

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.

684 Master's Project Proposal (1) Clarify research topics and identify data sources and interpretation for the master's project for initial administrator licensure under the guidance of faculty advisor.

685 Master's Project (1-6) Culminating activity for students seeking initial administrator licensure master's degree. Work under the guidance of assigned faculty advisor to complete the master's project.

708 Workshop: [Topic] (1-16R)

709 Practicum: [Topic] (1-16R)

710 Experimental Course: [Topic] (1-5R)

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Special Education and Clinical Sciences

Cynthia M. Anderson, Department Head
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Faculty

Linda Albi, senior research assistant (personnel preparation, supervision). BA, 1995, MS, 1997, Oregon. (1998)

Richard W. Albin, senior research associate with title of associate professor (research design, programming and instruction, instructional technology). BA, 1969, Rochester; MA, 1973, Illinois; PhD, 1986, Oregon. (1986)

Cynthia M. Anderson, professor (applied behavior analysis, functional behavior assessment systems, family-school connections). BA, 1990, MA, 1995, PhD, 1999, West Virginia. (2005)

Susan Boettcher, instructor; clinical supervisor. BS, 1988, Montana State; MS, 1995, West Virginia. (1999)

Michael D. Bullis, Sommerville-Knight Professor of Education (secondary special education, transition, adult services); dean. BPE, 1973, MS, 1978, Purdue; PhD, 1983, Oregon. (1995)

Jantina Clifford, instructor (developmental screening, instrumental development, personnel preparation). BA, 1985, MA, 1988, MS, 1999, PhD, 2006, Oregon. (2006)

Heidi Corce, adjunct instructor (American Sign Language). BA, 1996, Washington (Seattle); MEd, 1997, Lewis and Clark. (2007)

Debra C. Eisert, research associate with title of associate professor (pediatric psychology, applied developmental psychology). BA, 1975, Pacific Lutheran; PhD, 1978, Nebraska, Lincoln. (1984)

Jessica L. Fanning, clinical supervisor. BA, 1989, MA, 1996, Colorado, Boulder; PhD, 2007, Oregon. (2010)

K. Brigid Flannery, senior research associate with title of associate professor (teacher training, transition issues). BA, 1975, Marian; MEd, 1978, Illinois, Urbana-Champaign; PhD, 1992, Oregon. (1989)

S. Andrew Garbacz, assistant professor (consultation, school-based interventions, school-family partnerships). BA, 2002, MA, 2004, PhD, 2010, Nebraska, Lincoln. (2012)

Roland H. Good III, associate professor (psychoeducational assessment, multivariate statistics). BS, 1977, MS, 1981, PhD, 1985, Pennsylvania State. (1988)

Beth Harn, associate professor (learning disabilities, assessment, instructional design). BA, 1991, MS, 1994, California State, Fresno; PhD, 2000, Oregon. (2006)

Lisa Hellemn, research assistant (teacher training, supervision); practicum coordinator. BMusEd, 1986, Willamette; PhD, 1991, Oregon. (1993)

Cynthia M. Herr, instructor (autism, learning disabled adults, secondary and postsecondary education). BA, 1972, Gettysburg; MA, 1973, PhD, 1979, Oregon. (1985)

Robert H. Horner, Alumni-Knight Professor (behavior management, research design, applied behavior analysis); director, Educational Community Supports. BA, 1971, Stanford; MS, 1975, Washington State; PhD, 1978, Oregon. (1976)

Kathleen Jungjohann, senior instructor (teacher training, supervision, instructional design). BA, 1972, California, Santa Barbara; MA, 1980, Oregon. (1988)

Edward J. Kame'enui, Philip H. Knight Professor of Education (learning disabilities, instructional design). BA, 1970, Pacific; MS, 1977, PhD, 1980, Oregon. (1988)

Cecilia J. Kirk, assistant professor. BA, 1982, Auckland; BA, 1995, Western Australia; PhD, 2001, Massachusetts, Amherst. (2009)

Tiffany Kodak, associate professor (early intervention, autism spectrum disorders, applied behavior analysis). BA, 1997, San Diego State; MS, 2001, North Dakota State; PhD, 2006, Louisiana State. (2011)

Johanna Larson, instructor (American Sign Language). BA, 1984, California State, Northridge; MS 2004, Idaho State. (1999)

Wendy Machalicek, assistant professor (low-incidence disabilities, autism, early intervention). BS, 2000, North

Texas; MEd, 2004, PhD, 2008, Texas, Austin. (2011)
Emma Martin, senior instructor (behavior disorders, effective school practices). BS, 1975, Eastern Montana; MS, 1980, PhD, 2001, Oregon. (2001)

Katie Mason, instructor (speech-language pathology). BA, 2003, MS, 2005, Oregon. (2012)

Margit Mayr-McGaughey, instructor; clinic director, Speech-Language-Hearing Center. BA, 1976, Freiburg; MA, 1991, PhD, 1998, Oregon. (2007)

Kent McIntosh, associate professor (behavior management, research design, applied behavior analysis). BA, 1997, Duke; MS, 2003, PhD, 2005, Oregon. (2012)

Laura Lee McIntyre, professor (developmental disabilities, early intervention, home-school collaboration). BA, 1997, La Sierra; MA, 2000, PhD, 2003, California, Riverside. (2009)

Karen McLaughlin, instructor (anatomy and physiology, aphasia, family advocacy). BA, 1991, Colorado, Boulder; MA, 1996, PhD, 2001, Oregon. (2000)

Jennifer Meyer, instructor, clinical supervisor. BS, 2000, MS, 2002, Southern Illinois. (2010)

Heather Moore, instructor; clinical supervisor. BS, 1992, James Madison; MA, 1997, Georgia; PhD, 2005, Arizona State. (2007)

Christopher J. Murray, associate professor (secondary special education and transition). BA, 1989, University of Maryland, College Park; MEd, 1992, Howard; PhD, 1998, Washington (Seattle). (2006)

Marilyn A. Nippold, professor (language development and disorders in school-age children and adolescents). BA, 1972, California, Los Angeles; MA, 1976, California State, Long Beach; PhD, 1982, Purdue. (1982)

Deborah Olson, instructor (violence, women with disabilities, disability studies). BA 1974, MSEd, 1975, Wisconsin, Superior; PhD, 1991, Syracuse. (1988)

Lezlie Pearce-Hopper, instructor; clinical supervisor. BS, 1976, MS, 1978, Portland State. (2009)

Elise Peltier, clinic supervisor. BA, 1998, Oregon; MS, 2008, Northern Arizona. (2012)
McKay Moore Sohlberg, HEDCO Professor in Communication Disorders and Sciences (cognitive rehabilitation, traumatic brain injury). BA, 1982, Stanford; MS, 1984, PhD, 1990, Washington (Seattle). (1995)

Jeffrey R. Sprague, senior research associate with title of professor (severe behavior disorders, personal development, social integration). BS, 1980, MS, 1981, PhD, 1990, Oregon. (1994)

Jane Squires, senior research associate with title of professor (infant development, program evaluation, assessment). BA, 1971, Stanford; MA, 1973, Saint Mary's; PhD, 1988, Oregon. (1988)

Katherine Swem, adjunct instructor; clinic supervisor. BSEd, 1993, Illinois State; MEd, 1998, Georgia; AuD, 2005, Arizona School of Health Sciences. (2012)

Tary Tobin, research associate (schoolwide discipline, behavior disorders, functional assessment). BS, 1970, MEd, 1990, PhD, 1996, Oregon. (1990)

Anne Todd, senior research assistant (curricular adaptations, specially designed individualized instruction, function-based positive behavioral support). BEd, 1979, MS, 1997, Oregon. (1982)

Elizabeth Twombly, senior research assistant (screening, infant mental health). BA, 1983, Colorado; MS, 1991, Oregon. (1990)

Deanne Unruh, research associate (secondary special education and transition, high-risk adolescents, program evaluation). BS, 1985, MS, 1991, Kansas; PhD, 2001, Oregon. (2001)

Valentino Vasquez, instructor (American Sign Language). BA, 1997, MA, 1998, Northern Colorado. (2011)

Heidi von Ravensberg, research associate; community outreach liaison. MBA, 1995, JD, 1994, Oregon. (2000)

Hill M. Walker, professor (behavior disorders, behavior management, social skills); director, Center on Human Development. BA, 1962, Eastern Oregon; MA, 1964, PhD, 1967, Oregon. (1966)

Mary Ann Winter-Messiers, research assistant (autism, teacher training). BA, 1980, Oregon; Maitrise, 1987, Sorbonne. (2003)

Courtesy

Jane Carter, courtesy assistant professor (behavior and classroom management, at-risk students). BA, 1978, San Diego State; MS, 1980, PhD, 1989, Oregon. (1988)

Kelli D. Cummings, courtesy research associate (school psychology, social-emotional assessment). BA, 1999, Oregon State; MS, 2003, PhD, 2004, Oregon. (2010)

Steve Gorsek, courtesy instructor. BA, 1987, MA, 1989, California State, Fresno. (2007)

Steven H. Jonas, courtesy research assistant (life skills, instructional modeling, assessment). BA, 1980, MS, 1998, Oregon. (2006)
Ruth Kaminski, courtesy assistant professor (school psychology and early childhood education). BS, 1975, Pennsylvania State; MS, 1984, PhD, 1992, Oregon. (1989)

Kelly Powell-Smith, courtesy associate professor (best practices, curriculum-based measurement). BA, 1987, California, Santa Cruz; PhD, 1993, Oregon. (2010)

John R. Seeley, courtesy assistant professor (mood disorders, Internet-based behavioral health intervention, research design and program evaluation). BS, 1985, MS, 1991, PhD, 2001, Oregon. (2004)

Randall S. Sprick, courtesy professor (behavior management, behavioral consultation, classroom supervision). BS, 1973, Portland State; MS, 1974, PhD, 1979, Oregon. (1973)

Emeriti

Barbara D. Bateman, professor emerita. BS, 1954, Washington (Seattle); MA, 1958, San Francisco State; PhD, 1962, Illinois; JD, 1976, Oregon. (1966)

Diane D. Bricker, professor emerita. BA, 1959, Ohio State; MS, 1965, Oregon; PhD, 1970, George Peabody. (1978)

Ned J. Christensen, professor emeritus. BA, 1954, MA, 1955, Brigham Young; PhD, 1959, Pennsylvania State. (1962)

Russell M. Gersten, professor emeritus. BA, 1967, Brandeis; PhD, 1978, Oregon. (1977)

Elizabeth G. Glover, assistant professor emerita. BS, 1959, Tufts; MS, 1963, EdD, 1974, North Carolina, Greensboro. (1964)

Richard J. Rankin, professor emeritus. BA, 1953, MA, 1954, PhD, 1957, California, Berkeley. (1966)

Kenneth Viegas, associate professor emeritus. BS, 1956, Oregon; MSW, 1963, California, Berkeley. (1967)

Ruth Waugh, professor emerita. BS, 1957, Southern Oregon State; MS, 1963, PhD, 1971, Oregon. (1963)

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

Participating

Gerald Tindal, educational methodology, policy, and leadership

About the Department

Through teaching, research, and service, the Department of Special Education and Clinical Sciences seeks to improve the quality of education, employment, and community living for children and adults with special needs and their families. The department has three graduate majors: communication disorders and sciences, school psychology, and special education. The department also offers an undergraduate degree in communication disorders and sciences as well as a minor in special education.

Undergraduate Studies

Communication Disorders and Sciences Major
Karen McLaughlin, Undergraduate Coordinator

541-346-2480

The undergraduate program for communication disorders and sciences includes courses in basic processes of speech, language, and hearing as well as courses that survey speech, language, and hearing disorders that affect communication across the life span. The undergraduate program prepares students for graduate training in speech pathology 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 (BS) or bachelor of arts (BA) degree with a major in communication disorders and sciences. Both degrees require at least 80 credits: 54 in communication disorders and sciences and at least 26 credits in other course work. Students must maintain a minimum GPA of 2.70 in university course work and earn a mid-C or better in communication disorders and sciences courses.

The goals of the program are to provide students opportunities to learn about

1. Anatomical-physiological bases of speech, language, and hearing
2. Physical properties of speech (acoustics and phonetics)
3. Role of biology, cognition, environment, and culture in language acquisition
4. Development of speech and language
5. Speech, language, and hearing disorders across the life span
6. Assessment and treatment procedures for individuals with speech, language, and hearing disorders
7. Professional issues in speech-language-pathology and audiology

Major Requirements

Core Requirements	**54 credits**
Communication Disorders in Society and Media (CDS 201)	4
American Sign Language for Educators (ASL 311)	3
Clinical Observation (CDS 411)	3
Anatomy and Physiology of Speech Mechanism (CDS 442)	4
Acoustics of Speech (CDS 443)	4
Clinical Phonetics (CDS 444)	4
Introduction to Language Development (CDS 450)	4
Later Language Development (CDS 451)	4
Fundamentals of Audiology (CDS 457)	4
Audiological Assessment (CDS 458)	4
Audiological Rehabilitation (CDS 459)	4
Developmental Disorders in Communication (CDS 460)	4
Structural Disorders of Communication (CDS 461)	4
Neurogenic Disorders of Communication (CDS 462)	4

Majors must also complete a minimum of 26 credits from approved courses in anthropology, educational studies, international studies, linguistics, psychology, or special education. A list of courses is available from the program secretary or undergraduate advisor.

Majors are also required to complete one course in each of the following: college-level mathematics, biological science, physical science, and statistics.

Program Plan

Freshman and Sophomore Years. Meet with the department's undergraduate advisor to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met, including statistics, LING 150, CDS 201, EDLD 450, and the sciences.

Students must complete LING 150, EDLD 450, CDS 201, 442, and 450 by the middle of their junior year with a minimum grade of mid-C to continue in the major.

Junior Year. CDS 411, 442, 443, 444, 450, 451, and 460.

Senior Year. ASL 311, CDS 457, 458, 459, 461, 462, and EDST 441.

Beginning fall term of their junior year, students must follow the program plan of courses in their prescribed sequence. Students who fail to do so will likely delay their graduation date.

Special Education Minor

Deborah Olson, Coordinator

541-346-2483

The minor in special education is for students who plan to pursue a career teaching in general or special education, want to work in nonschool settings with individuals who have disabilities, or investigate issues concerning disability. The minor offers three options: educational services, disability studies, and prelicensure teaching.
Students planning a career in teaching or in direct service or rehabilitation agencies should take the educational services option. The elective courses and field studies focus on classroom settings or agencies providing help for children or adults with disabilities. This option assists students interested in applying to a graduate program leading to a teaching license.

The disability studies option takes an interdisciplinary approach. Students from disciplines such as English, comparative literature, law, journalism, architecture, arts administration, business, or planning, public policy and administration can augment these studies with a focus on related issues concerning people with disabilities. This option provides an enhanced understanding of disability perspectives and issues in students' chosen professions.

The prelicensure teaching option is designed for students planning careers in special education teaching. This option gives students experience that may make them more competitive applicants for graduate programs at Oregon or elsewhere. It also may allow the students to complete a licensure program in five years.

The special education minor requires 24 credits, 10-12 of which are required courses. Fourteen approved elective credits will depend on the option chosen.

Application and Admission

Before applying to the minor program, students must complete a special education (SPED) course in disability with a grade of mid-B or better. Students apply to the department and are assigned a minor advisor, who helps plan a course of study. Applications are available in the special education and clinical sciences office.

Graduate Studies

Communication Disorders and Sciences
McKay Moore Sohlberg, Major Director

541-346-2480

541-346-6778 fax

HEDCO Education Building, Second Floor

cds@uoregon.edu

education.uoregon.edu/CDS

The graduate program offers master's and doctoral degrees in communication disorders and sciences. The master's program offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association Certificate of Clinical Competence. The program also offers course work and clinical experiences required to obtain an Oregon teaching license to work in the public schools. The doctoral program emphasizes advanced scholarship in a specialized area of speech-language pathology.

Accreditation. The master's degree program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

Master's Degree

McKay Moore Sohlberg, Graduate Coordinator

The master's degree program provides students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with individuals of all ages and of varying social, cultural, linguistic, and economic backgrounds who have cognitive communication or swallowing disorders.

The communication disorders and sciences major leads to a master of arts (MA) or master of science (MS) degree. The MA requires the equivalent of two years of a second language. A planned program for the master's degree must be filed with the department secretary.

Students who have fulfilled the undergraduate prerequisites typically spend two fall-through-spring academic

years and one summer session completing the degree as a full-time student. Every student completes an evidence-based practice project, equivalent to a master's thesis, that integrates research and applied clinical experience. A minimum cumulative GPA of 3.00 is required for students to maintain good standing in the program and for graduation.

Application and Admission

On the average, the communication disorders and sciences program admits twenty-five master's degree applicants each year. Applicants should have a minimum overall GPA of 3.00 with a 3.50 GPA in their major. The Graduate Record Examination is required for admission.

Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above for the paper version or a score of 100 or above for the Internet-based version. International students who plan to participate in clinical practicums and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 50.

Applications for admission are available online at the communication disorders and sciences website. Application materials must be received by January 15 for entry the following September.

Master's Degree and ASHA Certification Requirements

Master's Degree Requirements	**credits**
Special Problems: [Topic] (CDS 606)	1-3
Seminar: [Topic] (CDS 607)	1
Workshop: Evidence-Based Project Research (CDS 608)	3
Practicum: Externship (CDS 609)	1-15
Practicum: September Experience (CDS 609)	3
Practicum: Speech-Language-Hearing (CDS 609)	1-4
Final Full-Time Practicum (CDS 625)	1-15
Professional Practices in the Schools (CDS 626)	1
Assessment and Treatment of Feeding and Swallowing Disorders (CDS 649)	4
School-Age Language Disorders (CDS 651)	4
Phonological Disorders (CDS 652)	3
Theory and Remediation of Language Disorders in Adults (CDS 654)	4
Stuttering (CDS 655)	3
Voice Science and Disorders (CDS 656)	3
Augmentative Procedures for Communication Disorders (CDS 657)	2
Motor Speech Disorders (CDS 660)	3
Introduction to Neuroanatomy and Neurophysiology (CDS 662)	4
Management of Acquired Cognitive Disorders (CDS 663)	4
Language Disorders in Young Children (CDS 665)	4
Special Problems: [Topic] (CDS 706)	1-3

For updated requirements information, visit education.uoregon.edu/feature.htm?id=2155.

ASHA Requirements

In addition to the core master's degree requirements, additional course work may be needed to fulfill ASHA certification requirements. Of the 50 credits, 36 must be taken at the graduate level.

Doctoral Degree
McKay Moore Sohlberg, Graduate Coordinator

The doctoral degree (PhD) in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from various backgrounds.

Degree Requirements

A total of 78 credits are required beyond the master's degree. This includes the 18 credits taken as part of dissertation research. A minimum of 21 credits are taken in the student's primary area of specialization (e.g., child language or cognitive rehabilitation).

At least 9 credits are required in a collateral or secondary area that may involve courses in more than one academic department. Examples of collateral areas are neuropsychology, linguistics, or developmental psychology. Doctoral students are also required to take six courses in research methodology, and must choose an area of emphasis (e.g., single-subject or quantitative). Other requirements are detailed in the Doctoral Program Handbook, available through the program office.

Application and Admission

Students should have a GPA of at least 3.50 and have taken the Graduate Record Examination. Most applicants have a master's degree and their certificate of clinical competence upon admission.

Applications for admission are available online at the Communication Disorders and Sciences website. Application materials must be received by January 15 for entry the following September.

Upon admission and in consultation with the student, an academic advisor is selected, taking into account the student's personal and professional goals. This advisor chairs the student's program committee.

Special Education

Christopher J. Murray, Major Director

Master's and doctoral degrees are offered under the special education major. The master's specializations include early intervention-early childhood and kindergarten through twelfth grade, cross-categorical. The doctoral focus includes emphases in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary-transition services.

Graduates attain positions in the United States and abroad working in community- and family-based programs; teaching young children; 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; serving in higher-education faculty positions; 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 earn initial teaching credentials in licensure and endorsement programs but can also pursue the master's degree to enhance their skills as early interventionists, special education teachers, or consultants; to work in adult service programs for people with disabilities; or to prepare for the doctoral program.

The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in school districts and other state educational agencies, and consultation positions in professional education.

Master's Degree

Students may work toward a master of arts (MA), master of science (MS), or master of education (MEd) degree in several areas of special education. For the MA degree the candidate must demonstrate proficiency in a second language. For the MEd degree the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching.

The program of study leading to the master's degree requires a minimum of 45 credits of graduate work. The program of study includes required core courses, associated field studies, electives, and a terminal project.

Doctoral Degree

The department offers doctor of education (DEd) and doctor of philosophy (PhD) degrees with focus areas in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary and transition services. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master's degree and is designed for full-time students. Typically, students complete the program in three or four years. Financial assistance is awarded based on the applicant's qualifications. The program uses a cohort model, which students begin fall term.

Applications for Admission

Admissions information and application materials are available on the department's website. Materials also may be requested by telephone, mail, e-mail, or in person from the department office. Students who are interested in more than one major offered by this department should indicate that on their admission applications, and their files will be reviewed by the relevant admission committees. Master's and doctoral students are admitted fall term. Applications must be received by early January for doctoral applicants and by mid-February for master's applicants. See the website for specific program deadlines.

School Psychology

Tiffany Kodak, Director

HEDCO Education Building

541-346-4344

https://education.uoregon.edu/program/school-psychology

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 Commission on Accreditation (750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979) and has program approval from the National Association of School Psychologists. Both the master's and doctoral programs are approved by the Oregon Teacher Standards and Practices Commission for the education and licensure of school psychologists in the state.

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. Students in the doctoral program may elect to earn a master's degree in special education as they work to complete their PhD.

The master's degree program in school psychology requires a minimum of 92 credits, and typically takes three

years to complete, including a full-time internship for one academic year in a public school setting. The master's program is approved by the Oregon Teacher Standards and Practices Commission, and graduates of this program meet State of Oregon licensure requirements. The program is designed to achieve the competencies established by the National Association of School Psychologists, and graduates of the program have been successful in receiving the Nationally Accredited School Psychologist certificate.

Doctoral Degree

The PhD program typically requires six 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 165 credits, distributed as follows:

Minimum Requirements	**165 credits**
Psychological and educational foundations	33
Measurement and assessment	16
Statistics and research (includes course work, participation in a research team, and dissertation research)	47
Practice of school psychology (includes teaching and supervision and practicum experience)	48
Applied field study and practicum experiences	12
Internship experience	9

Application and Admission

Prospective applicants may request detailed admission policies and procedures and applications for admission from the department's academic secretary, or find them on the program's website. Students are admitted for fall term only.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) résumé, (4) a statement of purpose in seeking admission, (5) an interview, and (6) Graduate Record Examinations (GRE) general test scores.

Applications and supplemental materials-résumé, letters of recommendation, personal statement, copies of transcripts-are submitted online. Completed applications must be received by January 5. Notices about the disposition of applications typically are mailed by February 15.

Licensure Programs

The Department of Special Education and Clinical Sciences's licensure programs in communication disorders, early intervention, school psychology, and special education meet requirements of the Oregon Teacher Standards and Practices Commission. These licenses prepare individuals to work with the full range of students with disabilities from birth through high school. The program prepares graduates to work in direct and indirect roles with students with disabilities in homes, schools, and community-based programs.

Communication Disorders

McKay Moore Sohlberg, Major Director

541-346-2480

Students seeking an Oregon teaching license in communication disorders must have

1. An undergraduate degree or equivalent in communication disorders and sciences

2. Formal admission to the master's degree program in communication disorders and sciences

3. Passing scores on

- Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST)
- Oregon Educator Licensure Assessments (ORELA) Protecting Student and Civil Rights in the Educational Environment test
- Educational Testing Service (ETS) Praxis Examination in Speech-Language Pathology

4. An approved program leading to Teacher Standards and Practices Commission licensure. The approved program at the UO consists of a minimum of 63 credits in communication disorders and sciences course work, culminating in licensure and a master's degree in communication disorders and sciences

The commission may have additional requirements that must be completed before a teaching license is issued. Direct questions about the licensure process to the student academic services office.

The Department of Special Education and Clinical Sciences offers initial and continuing endorsements with options for an add-on (level I) endorsement or a stand-alone (level II) endorsement.

Early Intervention-Early Childhood Special Education Licensure and Endorsement

Jane Squires, Program Director

541-346-2634

The early intervention special education (EI) endorsement program prepares professionals to work with children who have mild to severe disabilities ranging from birth through age eight. 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 26-credit add-on endorsement (EI I) to an elementary or special education license or as a stand-alone endorsement (EI II).

Early Childhood-Elementary Special Education Licensure or Endorsement

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.

Effective fall 2012, students will no longer be admitted to this certificate program.

Middle-Secondary Special Education Licensure or Endorsement

This licensure-endorsement program prepares teachers to work with students with disabilities in middle and high school settings. The program provides students with the knowledge, values, and skills they need to implement a broad-based approach to helping youth with disabilities succeed in middle and high school settings and to be better prepared for the transition from school to work opportunities and postsecondary education. The program emphasizes self-determination, skilled teaching, technology, and contextual learning as keys for helping youth achieve high levels of academic and occupational excellence.

Practicum experiences take place in middle and high schools that have diverse student populations, teaching styles, and organizational formats.

Students complete the program as an add-on endorsement to an existing license or as a stand-alone program that leads to an initial teaching license. Students can combine licensure studies with a master's degree program.

Effective fall 2012, students will no longer be admitted to this certificate program.

Admissions and Application

Applicants must meet general university requirements for graduate admission including a bachelor's degree from an accredited college or university and 3.00 grade point average (GPA). In addition, applicants must submit a formal department application including a statement of professional goals and experience, résumé, letters of recommendation, transcripts, and required test scores. Admissions requirements, application materials, and submission deadlines vary across programs. Specific information is available on the department website or through the department office.
Applications must be received by early January for doctoral degree applicants and by mid-February for master's degree applicants. See the website for specific program deadlines.

Special Education Courses (SPED)

198 Workshop: [Topic] (1-2R)
405 Reading and Conference: [Topic] (1-21R)

406 Field Studies: [Topic] (1-16R)

407/507 Seminar: [Topic] (1-5R) Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

408/508 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-21R) Recent topics include Special Education, Talented and Gifted.

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

411/511 Foundations of Disability I (3) Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems. Web-based course.

412/512 Foundations of Disability II (3) Overview of special education and disability studies; social construction of disability; personal perspectives; societal imagery concerning disability.

421/521 Special Education Reading Instruction (4) Instructional procedures for designing and delivering reading instruction to special education students. Includes emergent literacy, assessment, primary and intermediate decoding and comprehension strategies, and monitoring progress. Prereq: SPED 411/511 or equivalent. Not offered 2013-14.

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. Not offered 2013-14.

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.

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.

434/534 Educating Students with Behavioral Disorders (3) Provides overview of promising and preferred practices for educating children and youth who have emotional and behavioral disorders. Prereq: SPED 411/511, 426/526.

436/536 Advanced Behavior and Classroom Management (3) Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments. Prereq: SPED 426/526.

440/540 Early Literacy for Diverse Learners (4) Focuses on designing and evaluating instruction in the areas of reading and writing for preschool- to early-elementary-aged students with disabilities. Sequence with SPED 441/541, 442/542, and 443/543. Prereq: SPED majors only.

441/541 Intermediate Literacy for Diverse Learners (4) Focuses on designing and evaluating instruction in the areas of reading and writing for late-elementary- to middle-school-aged students with disabilities. Sequence with SPED 440/540, 442/542, and 443/543. Prereq: SPED 440/540. SPED majors only.

442/542 Adolescent Literacy for Diverse Learners (4) Focuses on designing and evaluating instruction in the areas of reading and writing for middle-school- and high-school-aged students with disabilities. Sequence with

SPED 440/540, 441/541, and 443/543. Prereq: SPED 441/541. SPED majors only.
443/543 Supporting Students with Low-Incidence Disability (4) Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities. Sequence with SPED 440/540, 441/541, and 442/542. Prereq: SPED 440/540, 441/541, and 442/542.

455 Child and Adolescent Development (4) Covers theories, norms, and concepts related to child and adolescent development. Geared toward allied health professionals and educators working in a variety of settings.

470/570 Neuroscience of Speech and Language (4) Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage. Prereq: CDS 442/542.

488/588 Professional Practices: [Topic] (1-3R) Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience. Coreq for undergraduates: SPED 406 or 409; for graduates: SPED 606 or 609. **R** twice.

503 Thesis (1-9R)

601 Research: [Topic] (1-6R)

602 Supervised College Teaching (1-9R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-6R)

607 Seminar: [Topic] (1-5R) Recent topics include Advanced Applied Behavioral Analysis, Doctoral Orientation, Program Evaluation, Project Aim.

608 Workshop: [Topic] (1-10R)

609 Practicum: [Topic] (1-16R) Topics include Classroom Consultation; College Teaching; Elementary I,II; Program Evaluation; Research.

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

611 Middle-Secondary Reading (3) Instructional strategies and content for reading instruction that meets the needs of middle and high school students with disabilities. Not offered 2013-14.

612 Middle-Secondary Writing (3) Instructional strategies and content for writing instruction that meets the needs of middle and high school students with disabilities. Not offered 2013-14.

613 Adolescent Development and Transition (3) Overview of theories and research on adolescent development emphasizing similarities and differences between students with and without disabilities. Not offered 2013-14.

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.

625 Final Supervised Field Experience (1-15R)

626 Grant Writing (1-3) Provides structure and guidance in developing a grant proposal.

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.

630 Scientific Clinical Decision-Making (3) Critically analyzes research in communication disorders through evaluation of research articles and standardized tests enabling clinicians to make decisions based on scientific evidence.

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.

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 Applications of a Linked System I (2) Provides opportunities for students to implement activities in a linked approach to early intervention services; foundation for an understanding of the components of a linked system. Sequence with SPED 685.

685 Applications of a Linked System II (1) Examines the components of a linked system, how they influence one another, and how they are implemented within a best-practices model for early intervention-early childhood special education. Sequence with SPED 684.

687 Early Intervention Methods I (1-3) Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.

688 Early Intervention Methods II (1-3) Provides opportunity to develop effective intervention skills to use with young children who are at risk and disabled and with their families.

689 Early Intervention Methods III (1-2) Focuses on advanced methods in early intervention, including special handling and management techniques.

690 Early Intervention Methods IV (1-2) Develops advanced intervention skills to use with young children who are at risk and disabled and with their families.

706 Special Problems: [Topic] (1-6R)

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

708 Workshop: [Topic] (1-6R)

709 Practicum: [Topic] (1-6R)

Communication Disorders and Sciences Courses (CDS)

201 Communication Disorders in Society and Media (4) Survey of communication disorders and differences, comparing individual and social-cultural perspectives through popular media and real case examples. Prereq: WR 121.

405 Reading and Conference: [Topic] (1-3R)

407/507 Seminar: [Topic] (1-3R)

409 Practicum: [Topic] (1-7R)

410/510 Experimental Course: [Topic] (1-6R)

411 Clinical Observation (3) Provides fundamental principles and procedures, for the beginning clinician, for treating people who have communication disorders. Provides opportunities to observe therapy sessions.

442/542 Anatomy and Physiology of Speech Mechanism (4) Study of anatomy, physiology, and neurology of speech and language processes.

443/543 Acoustics of Speech (4) Acoustic measurement and analysis of sound production and reception in human communication.

444/544 Clinical Phonetics and Phonology (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. Prereq: CDS 442, 450.

450/550 Introduction to Language Development (4) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy. Prereq: LING 150 and WR 122 or 123.

451/551 Later Language Development (4) Promotes an in-depth study of language development in school-age children, adolescents, and young adults (ages 6-20 years). Sequence. Prereq: CDS 450.

457/557 Fundamentals of Audiology (4) Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatologies of hearing impairment.

458/558 Audiological Assessment (4) Pure tone, speech, and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing. Prereq: CDS 457/557.

459/559 Audiological Rehabilitation (4) Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments. Prereq: CDS 458/558.

460/560 Developmental Disorders in Communication (4) Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.
462/562 Acquired Disorders of Communication (4) Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments. Prereq: EDLD 450/550.

503 Thesis (1-15R)

601 Research: [Topic] (1-9R)

602 Supervised College Teaching (1-9R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-3R)

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

607 Seminar: [Topic] (1-3R) Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

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

625 Final Full-Time Practicum (1-15R) Diagnostic and treatment experience in the public school setting. **R** once for maximum of 30 credits.

626 Professional Practices in the Schools (1) Helps students critically assess and integrate their fieldwork and course work in the broader context of the school experience. Prereq: must be taken concurrently with CDS 625.

649 Assessment and Treatment of Feeding and Swallowing Disorders (4) Nature and characteristics of feeding and swallowing; methods of evaluation and management of feeding and swallowing in adults and children.

651 School-Age Language Disorders (4) Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.

652 Speech Sound Disorders (3) Causes and consequences of phonological disorders; principles and procedures for assessment and intervention.

654 Management of Adult Language Disorders (4) Provides a foundation in diagnosis and treatment of adult neurogenic language disorders, concentrating on aphasia and the cognitive-linguistic changes associated with dementia.

655 Stuttering (3) Focuses on contemporary issues in stuttering. Discusses and critically evaluates current theories and research findings.

656 Voice Science and Disorders (3) Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.

657 Augmentative Procedures for Communication Disorders (2) Recent advancements in design, development, and use of systems supplemental to vocal speech and language.

660 Motor Speech Disorders (3) Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.

663 Management of Acquired Cognitive Disorders (4) Examines current theory and practice in cognitive rehabilitation. Reviews models and tools for treating attention, memory, and dysexecutive syndromes. Prereq: CDS 662.

665 Language Disorders in Young Children (4) Child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.

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

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

708 Workshop: [Topic] (1-16R)

709 Practicum: [Topic] (1-16R)

710 Experimental Course: [Topic] (1-5R)

School Psychology Courses (SPSY)

401 Research: [Topic] (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)

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

606 Field Studies: [Topic] (1-16R)

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

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

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.

626 Final Supervised Field Experience (1-15R) Limited to students in school psychology program for basic endorsement for an Oregon license.

650 Developmental Psychopathology (4) Overview of developmental psychopathology, with emphasis on childhood, adolescence, and early adulthood. Covers phenomenology, etiology, development, classification systems, and prognosis of major psychological disorders.

651 Cognitive-Affective Aspects of Behavior (4-5) Examination of cognitive and affective foundations of human behavior. Emphasis on reciprocal influences of cognition and emotion. Selected topics in attention, language, memory, thinking, reasoning. Prereq: school psychology or counseling psychology graduate program status. Offered alternate years.

661 Principles and Practices in School Psychology (4) Theory, role, and function of school psychology in its relation to learning and the school setting.

662 Foundations of Clinical Supervision (3) Introduction to theory and practice of clinical supervision. Overview of supervision models, factors affecting the supervision relationship, supervision and evaluation techniques, legal and ethical considerations. Prereq: certification as a licensed psychologist or enrolled in graduate psychology program.

671 Behavioral Assessment (4) Principles, techniques, and conceptual and practical issues in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.

672 Intellectual Assessment (4) Covers individual assessment of learning aptitude. Includes administering, scoring, and interpreting intelligence tests as well as report writing. Reviews theories of intelligence.

674 Educational Assessment (4) Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.

675 Social-Emotional Assessment of Children (4) Behavioral, social, and emotional assessment of children and adolescents. Emphasis on social-emotional problems as well as strength-based approaches. Applied practice in assessment and report writing. Prereq: school psychology or counseling psychology graduate program status. Offered alternate years.

704 Internship: [Topic] (1-15R)

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

709 Practicum: [Topic] (1-16R)

American Sign Language Courses (ASL)

101, 102, 103 First-Year American Sign Language (5,5,5) 101: study of basic grammatical structure and

vocabulary of American Sign Language; expressive and receptive finger-spelling; introduction to American deaf culture. Prereq: WR 122 or 123. **102:** increased communication skills in ASL; study of cultural values and behavioral rules of the deaf community. Prereq: ASL 101 with C- or better or P. **103:** concentration on understanding and acquiring advanced conversational proficiency; emphasis on ASL classifiers; study of deaf culture as a linguistic minority. Prereq: ASL 102 with C- or better or P. Sequence.
201, 202, 203 Second-Year American Sign Language (4,4,4) 201: applied conversational use of ASL through literature, narratives, poetry, and plays; explores various underlying metaphors found in ASL literature. Prereq: ASL 103 with C- or better or P. **202:** emphasis on more abstract and challenging conversational and narrative ranges; lab and readings cover historical aspects of deaf community and culture. Prereq: ASL 201 with C- or better or P. **203:** further emphasis on more abstract and challenging conversational and narrative ranges; explores broader political and social activities of international deaf community. Prereq: ASL 202 with C- or better or P. Sequence.

301 American Deaf Culture (4) Study of the relationship between small groups and dominant culture in the United States. Explores issues of language, culture, self-representation, identity, and social structure.

311 American Sign Language for Educators (3) Designed for students with no knowledge of ASL who plan to work in professions with clients who have some degree of hearing loss.

312 American Sign Language for Educators II (3) Designed for students who have had one term of American Sign Language. Sequence with ASL 311. Prereq: ASL 311.

399 Special Studies: [Topic] (1-5R)

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School of Journalism and Communication

Timothy W. Gleason, Dean
(541) 346-3738

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Eugene OR 97403-1275

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Faculty

Carol Ann Bassett, associate professor (environmental journalism, magazine, writing about indigenous cultures). BA, 1977, Arizona State; MA, 1982, Arizona. (1998)

Thomas H. Bivins, John L. Hulteng Chair in Media Ethics and Responsibility; professor (communication ethics, communication history). BA, 1974, MFA, 1976, Alaska, Anchorage; PhD, 1982, Oregon. (1985)

Marquis E. Blaine, senior instructor (multimedia journalism, feature writing). BJ, 1993, Missouri, Columbia; MS, 2000, Oregon. (2003)

Carl R. Bybee, associate professor (communication and democracy, cultural studies, communication studies). BA, 1973, MA, 1976, PhD, 1978, Wisconsin, Madison. (1982)

Christopher Chávez, assistant professor (advertising, popular culture, media studies and globalization). BS, 1993, California State Polytechnic, Pomona; MA, 1995, MA, 2006, PhD, 2009, Southern California. (2012)

Patricia A. Curtin, Endowed Chair in Public Relations; professor (international public relations, research methods, culture and identity). AB, 1977, Earlham College; MA, 1991, PhD, 1996, Georgia. (2006)

Donna Davis, visiting assistant professor (strategic communication, public relations, virtual worlds). BA, 1981, MS, 2005, PhD, 2010, Florida. (2011)

Rebecca Force, instructor (broadcast news, multimedia journalism). BA, 1968, Vassar College. (2010)

Tiffany Derville Gallicano, assistant professor (public relations). BA, 1997, Willamette; MA, 2002, PhD, 2007, Maryland, College Park. (2007)

Harsha Gangadharbatla, associate professor (advertising, social and economic effects of advertising, new and emerging media). BE, 1999, Allahabad (India); MA, 2002, Michigan State; PhD, 2006, Texas, Austin. (2008)

Timothy W. Gleason, professor (communication ethics, communication law, news-editorial); Edwin L. Artzt Dean. BA, 1980, State University of New York, Empire State; MA, 1983, PhD, 1986, Washington (Seattle). (1987)

Lisa Heyamoto, visiting instructor (feature writing, multimedia journalism, magazine production), BA, 2001, Washington (Seattle); MS, 2011, Oregon. (2011)

Lauren J. Kessler, professor (narrative journalism, multimedia journalism, alternative media). BSJ, 1971, Northwestern; MS, 1975, Oregon; PhD, 1980, Washington (Seattle). (1980)

Torsten Kjellstrand, visiting assistant professor (photojournalism, multimedia and visual journalism). BA, 1984, Carleton College; MA, 1997, Missouri, Columbia. (2013)

David Koranda, senior instructor (advertising campaigns, media planning, strategic planning). BA, 1970, Wilkes; BS, 1978, Oregon. (2001)

Anna Klyueva, acting assistant professor (public relations). BS, 2000, Khujand State; MA, 2008, Oklahoma. (2011)

Peter D. Laufer, James Wallace Chair in Journalism: News-Editorial; professor (long-form journalism, radio journalism, international journalism). MA, 1986, American; PhD, 2009, Leeds Metropolitan. (2010)

Ed Madison, assistant professor (multimedia journalism, digital publishing, media entrepreneurship). BS, 1979, Emerson College; PhD, 2012, Oregon. (2012)

Scott R. Maier, associate professor (investigative journalism, computer-assisted reporting, quantitative methods). BA, 1977, Oberlin; MA, 1989, Southern California; PhD, 2000, North Carolina, Chapel Hill. (2000)

Gabriela Martinez, associate professor (electronic media, international communication, Latin American studies). BA, 1999, MA, 2000, San Francisco State; PhD, 2005, Oregon. (2005)

Kelli I. Matthews, instructor (public relations, strategic communication, social media). BA, 2001, MA, 2004, Oregon. (2011)
Debra L. Merskin, associate professor (communication studies; gender, race, and media; media and society). BA, 1983, South Florida, Tampa; MLA, 1989, South Florida, St. Petersburg; PhD, 1993, Syracuse. (1993)

Daniel L. Miller, associate professor (video production, documentary film and video). BS, 1983, MS, 1986, PhD, 1994, Oregon. (2001)

Daniel D. "Dan" Morrison, instructor (photojournalism, multimedia and visual journalism). BA, 1984, MPA, 1994, Texas, Austin. (2010)

Deborah K. Morrison, Carolyn Silva Chambers Distinguished Professor of Advertising (advertising and brand creativity, creative process, social responsibility). BJ, 1978, Sam Houston State; MA, 1984, PhD, 1988, Texas, Austin. (2006)

Joshua G. Netzer, instructor (strategic communication, persuasion, quantitative market research). BA, 1997, MA 1999, Washington State. (2007)

Julianne H. Newton, professor (visual communication, photojournalism, communication ethics); associate dean, undergraduate affairs. BA, 1970, Baylor; MA, 1983, PhD, 1991, Texas, Austin. (2000)

Jon Palfreman, KEZI Distinguished Professor of Broadcast Journalism (science, environmental, and medical journalism; long-form documentary). BS, 1971, University College, London; MS, 1972, Sussex; PhD, 2005, Glamorgan. (2006)

Sung J. Park, instructor (photojournalism, multimedia journalism). BS, 1991, MFA, 2010, Syracuse. (2010)

Laurie Phillips, assistant professor (public relations, strategic communication, social activism). BS, 2004, Mary Washington; MA, 2005, Texas, Austin. (2013)

Wes Pope, assistant professor (multimedia journalism). BA, 1996, Washington (Seattle); MA, 2010, Syracuse. (2012)

John T. Russial, associate professor (news-editorial, organizational change, technology studies). BA, 1973, Lehigh; MA, 1975, Syracuse; PhD, 1989, Temple. (1992)

William E. Ryan II, associate professor (graphic design, photojournalism, visual communication). BA, 1964, Loras; MA, 1975, EdD, 1991, South Dakota. (1987)

Biswarup "Bish" Sen, assistant professor (communication studies, global media, television studies). BA, 1975, St. Xavier's College, Kolkata; MA, 1982, Ohio State; PhD, 1990, Illinois, Urbana-Champaign. (2010)

Kim Sheehan, professor (advertising, consumer research and behavior, sustainability communication). BS, 1980, Northwestern; MBA, 1993, Boston University; PhD, 1998, Tennessee, Knoxville. (1998)

Gretchen Soderlund, assistant professor (media history, gender and media). BA, 1993, Virginia Commonwealth; PhD, 2002, Illinois, Urbana-Champaign. (2013)

Carol Stabile, professor (gender, race, and class in the media); director, Center for the Study of Women in Society. AB, 1983, Mount Holyoke College; MA, 1985, PhD, 1992, Brown. (2008)

H. Leslie Steeves, professor (diversity and media, development communication and social change); associate dean, graduate affairs and research. BS, 1971, Vermont; MS, 1974, PhD, 1980, Wisconsin, Madison. (1987)

Tomas "Alex" Tizon, assistant professor (journalism). BS, 1984, Oregon; MA, 1986, Stanford. (2011)

Janet Wasko, Philip H. Knight Chair of Communication Research; professor (communication studies, political economy of communication). BA, 1973, MA, 1974, California State; PhD, 1980, Illinois. (1986)

Thomas H. Wheeler, professor (ethics of digital image manipulation, magazine writing and editing). BA, 1969, California, Los Angeles; JD, 1975, Loyola, Los Angeles. (1991)

Kyu Ho Youm, Jonathan Marshall First Amendment Chair; professor (communication law, international law, news-editorial). BA, 1980, Konkuk; MA, 1982, PhD, 1985, Southern Illinois; MSL, 1998, Yale; MSt, 2006, Oxford. (2002)

Emeriti

Charles F. Frazer, professor emeritus. AB, 1968, Rutgers; MA, 1972, Fairfield; PhD, 1976, Illinois. (1990)

Arnold Ismach, professor emeritus. BA, 1951, Oklahoma; MA, 1970, California, Los Angeles; PhD, 1975, Washington (Seattle). (1985)

Ann C. Maxwell, associate professor emerita. BA, 1973, MA, 1975, California State, Fullerton; PhD, 2008, Pacifica Graduate Institute. (1986)

Duncan L. McDonald, professor emeritus. BS, 1966, Ohio; MS, 1972, Oregon. (1975)
Karl J. Nestvold, professor emeritus. BS, 1954, Wyoming; MS, 1960, Oregon; PhD, 1972, Texas, Austin. (1961)

Stephen E. Ponder, associate professor emeritus. B.A., 1964, Washington (Seattle); MA, 1975, George Washington; PhD, 1985, Washington (Seattle). (1985)

Deanna M. Robinson, professor emerita. BA, 1964, MA, 1972, PhD, 1974, Oregon. (1976)

Ronald E. Sherriffs, professor emeritus. BA, 1955, MA, 1957, San Jose State; PhD, 1964, Southern California. (1965)

James R. Upshaw, professor emeritus. BA, 1962, San Diego State. (1992)

William B. Willingham, associate professor emeritus. AB, 1957, MA, 1963, Indiana. (1965)

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

About the School

The School of Journalism and Communication offers programs leading to bachelor's, master's, and doctoral degrees. Undergraduate students major in the following: journalism, journalism: advertising, journalism: media studies, or journalism: public relations. The school also offers a minor in media studies and participates in four interdisciplinary programs: the major in cinema studies, the major in general social science, the certificate in film studies, and the minor in multimedia. Master's degree majors are journalism, journalism: magazine, jounalism: multimedia, journalism: news-editorial, media studies, and strategic communication (the school is no longer accepting applications for the master's degree in journalism: advertising). The PhD program in media studies develops scholars and teachers who can critically examine questions of communication and society from many perspectives.

The school, which started as a department in 1912 and became a professional school in 1916, is one of the oldest journalism schools in the United States and one of the most broadly conceived. It is accredited by the national Accrediting Council on Education in Journalism and Mass Communications.

The undergraduate program is based on the premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 104 credits in courses outside the School of Journalism and Communication. A maximum of 76 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about media practice and effects. They study the role of the media in society, the history of journalism, visual communication, the ethics of media practices, the economics of the media, new media technologies, international communication, diversity in the media, and the legal and social responsibilities of the media.

In addition, undergraduates take a two-term series of courses called Gateway to Media that immerses them in the fundamentals of digital storytelling, including multimedia story development and delivery across traditional, digital, and social platforms. The intent of this series of courses is to develop basic literacies and competencies for students who engage in collaborative media projects.

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 copywriters, designers, and advertising agency executives; newspaper reporters and editors; public relations executives; broadcast journalists and documentarians; communication researchers; photojournalists; and magazine writers and editors. The faculty's influence extends beyond the university campus through scholarly and professional publication, consulting, creative design, documentary filmmaking, radio and multimedia production, and textbooks and trade books in such areas as advertising, language skills, ethics, literary nonfiction, international public relations, information gathering, media criticism and history, reporting, visual communication, political communication, public relations writing, graphic arts, magazine writing, and public broadcasting.

Many students are active in campus affairs, working for the campus newspaper; the university's radio station; the student-run advertising, design, video, and public relations agencies; the award-winning *Flux* and *Ethos* magazines; television and online programs; and alternative and online publications. The school also encourages them to participate in UO chapters of Ed on Campus, Ad Society, National Broadcasting Society, National Press Photographers Association, Public Relations Student Society of America, Society of Professional Journalists, and such national venues as the One Club for Art and Copy. Internships are encouraged and available at newspapers, magazines, broadcast stations, advertising agencies, public relations offices, nonprofit organizations, government offices, video production firms, online publications, and public policy offices.

The school's George S. Turnbull Portland Center at the White Stag Block offers a gateway to the state's media center. Academic programs include the Portland Experience, a term-long, residential internship program for

undergraduates, and Portland-based master's degree programs in journalism: multimedia and strategic communication, as well as public lectures, Internet programs, regional and national academic conferences, and professional development programs. The Turnbull Center is also home to Karla Kennedy, the school's scholastic journalism outreach coordinator and executive director of the Northwest Scholastic Press. Current information on the center's programs is available on the school's website.

Preparation. The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, economics, history, and the political and social sciences. Prospective students also benefit from the study of mathematics, statistics, computer applications, and second languages.

Community college students planning to transfer to the School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school's general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students online.

General Information

The School of Journalism and Communication occupies Eric W. Allen Hall, named in memory of the school's first dean. Allen Hall underwent a major renovation in 2012 that updated all facilities and added 18,000 square feet of space. Included in the renovation is an open and collaborative digital commons that will provide students with twenty-four-hour access to the school's computer labs during academic terms. Allen Hall offers wireless Internet connection, as does most of the campus. Fully equipped laboratories support writing, editing, design, video and audio, digital photography, mobile media, and web production. The school's Carolyn S. Chambers Electronic Media Center houses video and audio production facilities, and the Student Services Center supports academic-, internship-, and career-advising services for journalism and communication students. Seminars, meetings, and special events are held in the Hall of Achievement, which honors more than fifty distinguished alumni and faculty members of the school. The atrium is filled with course-related activities, student meetings, and special events throughout the year. The school receives the newspaper services of the Associated Press. Knight Library, the main branch of the university's library system, houses an extensive collection of the literature of journalism and communication.

Scholarships. More than $500,000 in scholarships, ranging from $300 to $15,000, are offered by the School of Journalism and Communication with the support of endowments and contributions. Applications are available on the school's website.

Student Services

Information about admission and degree requirements, advising materials, sample programs, internships, and careers is available on the school's website. The office of the director of student services is in 134 Allen Hall.

Diversity and Freedom of Expression

The goal of building greater social, political, cultural, economic, and intellectual diversity among students and members of the faculty and staff as well as in our curriculum, public scholarship, and communities is central to the school's mission: to prepare professional communicators, critical thinkers, and responsible citizens for a global society. The promotion and practice of freedom of expression and intellectual inquiry across an evolving media environment are integral to the school's long and proud tradition of academic excellence. Discrimination of any kind, disrespect for others, or inequity in educational opportunity are unacceptable.

Code of Conduct

Students enrolled in the School of Journalism and Communication as well as its faculty, staff, and administrators are expected to meet the highest standards of conduct as defined in the school and university codes of conduct and relevant professional codes of ethics. The school reserves the right to deny admission or graduation of a student found to be in violation of these codes.

Digital Technical Services

Students have access to technical support for computer issues at the help desk in 319 Allen Hall. In 113 Allen Hall, video and photo production equipment is available for checkout to students enrolled in designated courses in those areas.

The School of Journalism and Communication expects students to have regular and reliable access to a laptop computer. Instructors specify technology expectations on the first day of class, in the class syllabus, or both.

Some instructors require a laptop for the entire class or just part of the class; some require that no laptops be present in class.

Undergraduate Studies

The role of the school's undergraduate program is to provide students with the creative, critical, and problem-solving skills they need to become ethical, 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 special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism and communication advisor who assists in planning programs, answering questions, and tracking progress toward admission as a major and toward graduation. Students should check with an advisor at least once a year to ensure that requirements are being met. The director of student services for the school supervises undergraduate academic advising.

A university student in another major may switch to a journalism premajor online on the School of Journalism and Communication website. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.00 for all work at the University of Oregon.

Premajor Program

Core Curriculum. Students must complete the school's core curriculum: Media Professions (J 100), Grammar for Communicators (J 101), and Media and Society (J 201).

Premajors must take the core courses for letter grades and earn grades of C or better.

Admission as a Major

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have

1. Completed 24 or more graded credits of course work at the University of Oregon, earning a cumulative UO GPA of at least 2.90
2. Completed WR 121 and WR 122 or 123 with grades of P or C- or better
3. Completed the school's premajor core curriculum (J 100, J 101, and J 201) with grades of mid-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 grade point averages between 2.90 and 3.24 are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the requirements listed above and other materials that applicants submit, including a personal statement, letters of recommendation, and a portfolio. Students with a GPA below 2.90 may petition the committee for admission. The committee has the option of waiving any of the requirements listed above if evidence of a candidate's high potential for success in the major is presented and approved.

Transfer Students

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university's general standards for admission. To be admitted to major status, transfer students must meet the school's requirements for admission as outlined above.

Transfer Credit. The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communications are accepted for journalism credit and may fulfill specific course requirements
2. Journalism credits may be accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 76-credit limit set by national accrediting standards

3. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon
4. Students may not take more than 76 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 82 credits in journalism)
5. The school accepts equivalent courses taught at other colleges to meet the J 201 requirement for application to be a major, and may accept equivalent courses to meet other core requirements if approved by the associate dean for undergraduate affairs

Transfer students who want to discuss the transfer policy may consult the associate dean, director of student services, or academic advisors.

Major Requirements

Majors must meet the UO requirements for the bachelor of arts (BA) or bachelor of science (BS) degree. In addition, they must meet the following requirements of the School of Journalism and Communication:

1. Satisfactory completion of a minimum of 60 credits and a maximum of 76 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 104 credits in academic fields other than journalism. A student who graduates with 180 credits must count no more than 76 credits (including transfer credits) in journalism toward the degree

3. After being accepted as majors, students must complete the Gateway to Media course series with grades of mid-C or better in each course. The Gateway series offers students an integrated curriculum to be taken concurrently and sequentially. Gateway to Media I (J 205) and Gateway to Media II (J 206) are corequisite courses and must be taken in the same term; Gateway to Media III (J 207) must be taken in the term immediately following the first two. Grades for J 205 and J 206 are coordinated as an 8-credit unit in which a student earns the same grade for both courses. In accordance with the school's policy, a student must earn a C or better in J 205 and J 206 before advancing to J 207 and a C or better in J 207 before advancing in the major. Students who fail to enroll in J 207 in the term immediately following J 205 and 206 or who fail to earn a C or better in J 207 must repeat J 205 and 206.

4. Students must take a minimum of 20 credits in one of four major specializations (or tracks): journalism; journalism: advertising; journalism: communication studies; or journalism: public relations, including prerequisities:

Journalism. Reporting I (J 361) and Reporting II (J 462) or The Journalistic Interview (J 483). Three additional "pathway" courses, approved by the student's faculty advisor, are required. The pathway is an individual course plan that reflects a student's professional goals and career objectives. Students may select from Digital Video Production (J 331), Writing for Multimedia (J 333), Photojournalism (J 365), Feature Writing I (J 371), Survey of the Documentary (J 416), Editing Theory and Production (J 419), Documentary Production (J 421), Reporting for Electronic Media (J 432), Advanced Television News (J 434), Newspaper Editing (J 461), Specialized Reporting (J 463), Newspaper Design (J 464), Cyberjournalism (J 465), Advanced Photojournalism (J 466), Advanced News Editing (J 468), Feature Writing II (J 472), Magazine Feature Editing (J 473), Magazine Industry and Strategies (J 474), Flux Magazine Production (J 475), and Magazine Design and Production (J 476)

Journalism: Advertising. The Creative Strategist (J 456), to be taken first; three courses selected from Advertising Media Planning (J 443), Agency Account Management (J 444), Advertising Research (J 445), Curiosity for Strategists (J 457), Writing Design Concepts (J 458), Branding and Content (J 459), or Brand Development [Topics: Interactive Media; Green Brand Strategies; Social and Digital Brand Strategies; Designing for Media] (J 460); and one course selected from Advertising Campaigns (J 448) or Advanced Advertising Campaigns (J 449). *Portfolio development seminars and workshops are recommended for all advertising students.*

Journalism: Media Studies. Introduction to Media Studies (J 314); three courses selected from Gender, Media, and Diversity (J 320), Communication Law (J 385), Communication History (J 387), International Communication (J 396), Media Ethics (J 397); three courses selected from Issues in Communication Studies (J 412), Issues in International Communication (J 467), Research Methods (J 495), Communication Ethics and Law (J 496); one 4-credit course approved by advisor in video production, reporting, magazine writing, photography, or multimedia production; and Communication Studies Capstone (J 413)

Journalism: Public Relations. Principles of Public Relations (J 350), Strategic Writing and Media Relations (J 440), Strategic Public Relations Communication (J 452), Strategic Planning and Cases (J 453), and Public

Relations Campaigns (J 454). Majors in journalism: public relations also must include J 495 Research Methods [Topic: Strategic Communication Research Methods] as one of their four context courses (explained below)
5. Students in all majors must take courses that place their specialization within a specific context, such as ethics, history, law, diversity, or international communication. Students majoring in journalism, journalism: advertising, or journalism: public relations must take two 300-level and two 400-level context courses. Students majoring in journalism: communication studies must take three 300-level and three 400-level context courses. Each major track may specify one context course as a requirement. 300-level context courses include Gender, Media, and Diversity (J 320), Communication Law (J 385), Communication History (J 387), International Communication (J396), and Media Ethics (J 397). 400-level context courses include Issues in Communication Studies (J 412), Issues in International Communication (J 467), Research Methods (J 495), and Communication Ethics and Law (J 496)

6. Majors and premajors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). All graded journalism courses taken to satisfy the major must be passed with a grade of mid-C or better

7. A cumulative GPA of 2.70 or better in courses taken in the School of Journalism and Communication at the time of graduation

General-Studies Courses. Because the School of Journalism and Communication believes in a broadly based education for its majors, students must complete the following College of Arts and Sciences courses:

1. 16 credits in literature (see Definitions, Limitations, and Policies below). A maximum of 8 credits in one of the following categories may be used to satisfy this requirement

a. Literature courses taught in a second language that are taken as part of a student's program of study in that language

b. Courses treating film or television as literature, which must have a significant reading and writing component

2. 8 credits in history

3. 8 credits in economics

4. 8 credits of course work in each of three subject codes in the College of Arts and Sciences that have not been used to satisfy requirements 1 through 3 above. Eligible subject codes are listed in the current Survival Guide, available online

Courses numbered 196, 198, 199, 399-406, or 408-410 may not be used to fulfill these requirements.

Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.

Definitions, Limitations, and Policies

Literature. Courses include

1. Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema- or television-making do not count toward this requirement
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).

Honors Program

The honors program is designed to give high-achieving students the opportunity to develop analytic, creative, critical thinking and research skills in small-group, discussion-oriented courses. The program encourages the development of a small multidisciplinary community of budding scholars from within the School of Journalism and Communication.

Students take three honors courses focusing on media theory, research, or issues, which partially fulfill the context course requirement. In addition, students complete an original piece of scholarship or creative work in the senior year.

The program targets journalism majors entering their junior year who have a minimum 3.50 cumulative UO GPA. Applications are accepted each spring for the following year's cohort. Clark Honors College students are

eligible to apply. More information is available on the school's website.

Minor in Media Studies

The School of Journalism and Communication offers a minor in media studies, which gives students an overview of the role of the media in society. The minor requires 24 credits, of which 15 must be upper division.

Students who want to minor in media studies should declare the minor online, on the school's website. Students may submit petitions to apply other journalism courses to the minor. A minimum University of Oregon GPA of 2.00 is required to declare the minor.

Required Courses (4 credits)

Media and Society (J 201)

Elective Courses (20 credits)

Choose from the following: Gender, Media, and Diversity (J 320), Principles of Advertising (J 340), Principles of Public Relations (J 350), Communication Law (J 385), Communication History (J 387), Media Ethics (J 397), Issues in Communication Studies (J 412), Issues in International Communication (J 467), Research Methods (J 495), Communication Ethics and Law (J 496). The repeatable courses-J 412, 467, 495, and 496-may be taken more than once when the topic varies.

All courses for the minor must be passed with a grade of mid-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 BA or BS. 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.

Cinema Studies Major

The cinema studies major, which leads to a bachelor of arts degree, gives students the opportunity to study moving-image media as multicultural, transnational, and humanistic phenomena. This multidisciplinary major is a joint program of the College of Arts and Sciences, the School of Architecture and Allied Arts, and the School of Journalism and Communication.

More information is available in the **Cinema Studies** section of this catalog under the **College of Arts and Sciences**.

Minor in Multimedia

Through the multimedia minor, undergraduates study print, time-based, and interactive digital arts; web programming, digital imaging, writing for multimedia, and digital audio and sound design. The interdisciplinary program spans the Department of Art, Department of Computer and Information Science, School of Journalism and Communication, and the School of Music and Dance.

More information is available in the Minor in Multimedia section of this catalog under the **Department of Art**.

Graduate Studies

The master of arts (MA) and master of science (MS) 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 the media in society. The goals are to educate students to be mass media leaders and decision-makers who actively contribute to improving the quality of the media and to prepare students for doctoral studies.

The PhD degree program in media studies trains candidates to do research on a broad array of interdisciplinary questions related to communication and society. The school features course work that explores the cultural,

economic, and political aspects of communication and society. Three overlapping areas of faculty and program strength are media institutions; ethics, law, and policy; and international and multicultural communication. The program emphasizes an appreciation of quantitative and qualitative methodologies and offers faculty expertise in content analysis, survey methodology, historical and legal methods, discourse analysis, ethnography, and oral history. Faculty members in departments and schools outside the School of Journalism and Communication have complementary areas of conceptual and methodological expertise to assist in guiding doctoral research. Information about and applications for graduate programs are available on the School of Journalism and Communication website.

Financial Assistance

The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $15,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by the deadlines stated under Admission Requirements. Applicants may apply for both a scholarship and a fellowship.

International Students

A firm mastery of English, including American mass-communication idiom, is necessary for success at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students' visa requirements. The best time to enroll in the institute's courses is the summer session preceding the first term in the graduate program.

Admission Requirements

Admission to the graduate program is granted for fall term for journalism: multimedia, media studies, and strategic communication; summer session for the Eugene-based professional major in journalism. Application materials are the same for the master's and the doctoral programs. Applicants to the master's programs must have received a BS or BA or equivalent by fall enrollment; applicants eligible to attend the doctoral program must have received an MA or MS 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 Examination (GRE) scores no more than five years old. The minimum combined verbal and quantitative score for admission is 1100. In exceptional cases an applicant with a lower score may be admitted conditionally
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-preferably 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 100 or better or an International English Language Testing System (IELTS) score of 7 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, February 1 for master's degree applicants in journalism, media studies, and strategic communication, and March 1 for master's degree applicants in journalism: multimedia. Applicants for the strategic communication master's degree may apply after February 1 until student registration reaches its maximum.

Advising. An advisor 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 advisors. Graduate students

should meet with their advisors at least once a term.

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

Media Studies Major

This major emphasizes communication theory and research, possibly preparatory to work for a PhD degree. An undergraduate education in journalism and communication or professional experience is required for admission. Candidates for this MA or MS degree must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The course of study concludes with either a thesis or a professional project. Students typically take five or six terms to complete the program. Specific requirements follow:

1. Two core courses taken in the first year of graduate study: Mass Communication and Society (J 611), Proseminar I (J 640)
2. Two methodology courses, at least one of which is Qualitative Research Methods (J 641) or Quantitative Research Methods (J 642)
3. Three additional 600-level courses in the School of Journalism and Communication, subject to approval by the school's graduate affairs committee
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 advisor 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 advisor and committee, is required before work is begun on either a thesis or project. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing take place

Strategic Communication Major

This graduate program is based at the School of Journalism and Communication's George S. Turnbull Portland Center. The program, offered evenings and weekends, provides advanced conceptual and tactical skills for working professionals in industries such as public relations, advertising, marketing communication, and corporate communication. Successful applicants typically have significant professional experience as well as strong academic credentials. Candidates for this MA or MS degree must earn at least 50 credits with a cumulative GPA of 3.00 or better. Courses that do not carry graduate credit are not included in the GPA.

The course of study concludes with a professional project. Students typically take six terms to complete this program.

The program consists of a core of required 4-credit journalism and communication courses complemented by 2-credit, shorter-term workshop courses, concluding with a 6-credit final project. The required course work falls into four programmatic categories:

- Strategic communication core
- Business core (with emphasis on marketing and management)
- Mass communication core
- Professional specialization elective core (choice of three 2-credit workshops)

Specific requirements follow:

Strategic Communication Core (18 credits). Foundations of Strategic Communication (J 621); Creativity in Strategic Communication (J 623); rotating electives.

Business Core (12 credits). Strategic Communication: Finance for Strategic Communication (J 624); three courses in marketing and management, chosen with the help of an advisor.

Mass Communication Core (14 credits). Strategic Communication Research Methods (J 595), Terminal Project (J 609), Mass Communication and Society (J 611).

Professional Specialization Elective Core (6 credits). Select three 2-credit workshops from Strategic Communication: [Topic] (J 624).
See the School of Journalism and Communication website for more detailed and up-to-date information about application requirements, the curriculum, and final project options.

Journalism: Multimedia Major

This program is based at the School of Journalism and Communication's George S. Turnbull Portland Center and leads to a master of arts or master of science degree in journalism: multimedia. Offered evenings and weekends, it is designed to prepare journalists with the skills needed for multimedia storytelling and for the entrepreneurial imperatives of the contemporary media business environment.

Contemporary journalists not only must have the fundamental skills and values of the field but also must know how to tell stories across multiple distribution channels (emerging digital platforms as well as print and broadcast) and understand the business environment of the new and constantly evolving media world. Tomorrow's journalist must be both collaborative and independent, and comfortable working both inside and outside of traditional organizational structures.

The program consists of a core of required 4-credit journalism and communication courses complemented by 2-credit, shorter-term workshop courses as well as graduate-level course work in an approved area of content outside of journalism and multimedia. The course of study concludes with a professional project that allows the student to report and produce a professional-quality multimedia project under the guidance of an advisor. To prepare for the project, students take a minimum of four terms (including one required summer course).

Successful applicants typically have professional experience as well as strong academic credentials. Candidates for this MA or MS degree must earn at least 48 credits with a cumulative GPA of 3.00 or better. Courses that do not carry graduate credit are not included in the GPA.

See the School of Journalism and Communication website for more detailed and up-to-date information about application requirements, the curriculum, and final project options.

Journalism Majors

These majors are designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a major in journalism, journalism: magazine, or journalism: news-editorial. Journalism graduate students may opt to specialize in science and/or environmental reporting; see the school's website for more information.

Magazine and News-Editorial Course Work (48-50 credits)

1. Preparatory courses, taken only during summer session: Workshops: Reporting and Information Strategies, Visual Studies in Journalism (J 508); Newspaper Editing (J 561)
2. Mass Communication and Society (J 611)
3. The Journalistic Interview (J 583); Reporting II (J 562)
4. Specialized Reporting [Topics: Story Development and Advanced Story Development] (J 563)
5. Elective graduate courses approved by advisor; may include courses outside of the School of Journalism and Communication
6. Internship (J 604) or Terminal Project (J 609)

Doctor of Philosophy Degree

Candidates for the PhD degree in media studies 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: 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 advisor and the school's graduate studies director, each student designs an integrated outside-field component for his or her program. Because the program stresses the interconnection of communication with other disciplines, the 18-credit outside field may involve more than one outside department.

Methodological Tool Requirement. Two methods courses, in addition to Qualitative Research Methods (J 641) and Quantitative Research Methods (J 642), taken within or outside the school.
Additional Seminars in Communication. At least three 600-level courses in the School of Journalism and Communication, subject to approval by the school's graduate affairs committee. Except for Seminar (J 607), J 601-610 do not count toward this requirement.

University Teaching. PhD 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.

Proposal. After passing the comprehensive examination, the student writes a dissertation proposal. The proposal must be approved in writing at a meeting of the dissertation committee, usually within one term of the comprehensive exam. The committee must approve the proposal before the student may advance to candidacy and enroll in dissertation credits.

Dissertation. A dissertation (18 credits in J 603) is the final step in the doctoral program. It is a professionally central experience in the design, conduct, and dissemination of original research. It is written after the student's proposed dissertation topic is approved.

Graduate Certificate in Communication Ethics

Any student who is unconditionally admitted to the Graduate School may earn a certificate in communication ethics as an enhancement to a graduate degree. However, the certificate may be of particular interest to the journalism school's master's and doctoral students.

The certificate program is designed to provide students with the ability to apply and teach both theoretical and applied ethical decision-making strategies covering a variety of media-from print and broadcast journalism to advertising and public relations, including both message construction and the multiple delivery systems associated with the modern mass media (print, broadcast, electronic, and digital).

Students should be able to fulfill the program requirements within a two-year period, normally in conjunction with their primary graduate emphasis.

Requirements

The graduate certificate in communication ethics requires 28 credits in courses approved by the journalism school's graduate committee.

- At least 16 of these credits must be in courses in the journalism school
- At least 8 credits must be taken in approved graduate courses offered in other departments. Approved courses are decided in consultation with the student's certificate advisor and are based on relevance to the particular interest area of the student (e.g., political communication, environmental communication, philosophy)
- Remaining credits may be earned from either journalism course work or outside course work
- No more than 4 credits of Reading and Conference (J 605) may be applied to the certificate
- Course work must be taken for letter grades
- Students are required to take the introductory course in the certificate program, Theoretical Foundations of Communication Ethics (J 647)
- In addition, students are required to take at least one of the topics courses in Communication Ethics and Law (J 496/596)

Mass Communication and Society (J 611) is a requirement for all School of Journalism and Communication master's students. However, it does not count toward the 28 credits required for the graduate certificate.

The following list represents the courses resident in the journalism school from which the remaining core credits must be taken. Students, particularly at the doctoral level, are encouraged to make the 600-level courses a priority. The following list represents courses that have been identified as having a strong or exclusive focus in communication ethics, including topics highly relevant to ethics study.

- Issues in Communication Studies: Communication and Democracy (J 412/512)
- Communication Ethics and Law: Ethics of Strategic Communication; Persuasion and Ethics; Photo Fiction; Visual Truth (J 496/596)
- Philosophy of Communication (J 644)
- Political Economy of Communication (J 646)
- Cultural Approaches to Communication (J 648)

- International Communication (J 649)
- Communication and Politics (J 652)

The above courses are generally taught at least once a year. Substitutions may occur if courses are not available. Other, relevant courses may also be substituted for courses on this list as they are developed or are considered germane to an individual student's program.

Outside Course Work. With advising, students must choose at least two courses (8 credits) from one or more departments or programs outside the school, depending on professional goals. Courses are approved based on relevance to the individual student's goals for the program, vetted by an advisor in consultation with the instructor of the suggested course, and approved by the advisor. Ultimately, program coherence is gained through the core offerings in the school, but may be greatly enhanced through careful choices of outside course work. In most cases, courses in the philosophy department are encouraged as outside choices.

Application. Application to the certificate program should be made in writing to the journalism school graduate director. For more information on the program and application procedure, contact Tom Bivins, John L. Hulteng Chair in Media Ethics and Responsibility**,** 541-346-3740, tbivins@uoregon.edu .

Prior to graduation, application for granting of the certificate must be made to the Graduate School. For details, contact Petra Hagen, graduate secretary for the journalism school.

Journalism Courses (J)

The following acronyms are used to abbreviate undergraduate majors in course descriptions: J (journalism), JAD (journalism: advertising), JCOM (journalism: media studies), JPR (journalism: public relations).

100 Media Professions (2) Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication.

101 Grammar for Communicators (2) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Premajor status required.

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

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

199 Special Studies: [Topic] (1-5R)

201 Media and Society (4) Introduction to the critical examination of the roles of media in society.

205 Gateway to Media I (4) Integrates critical thinking with professional media skills needed for nonfiction storytelling in a multimedia environment. Sequence. Coreq: J 206. Majors only.

206 Gateway to Media II (4) Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Sequence. Coreq: J 205. Majors only.

207 Gateway to Media III (4) Integrates critical thinking and intermediate nonfiction storytelling across media platforms. Sequence. Majors only.

208 Introduction to Documentary Production (4) Introduction to the theory and practice of documentary production. Focuses on aesthetics, technology, research, and writing fundamentals of documentary making, covering preproduction, production, and postproduction. Cinema studies majors only.

209 Understanding Media (4) Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. For nonmajors.

314 Introduction to Media Studies (3-4) Presents a historical overview of the study of media, with in-depth discussion of primary theoretical approaches and their application to the current media environment. JCOM majors only. Prereq: J 201 with a grade of mid-C or better.

315 (H) Honors Media Theory and Research (4) Foundation course for honors program. Introduction to seminal theories in communication; overview of methodologies used in the study of theories. Acceptance into School of Journalism and Communication honors program required for enrollment.

320 Gender, Media, and Diversity (4) Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change. Sophomore standing required. Prereq: J 201 with a grade of mid-C or better.

330 Introduction to Electronic Media (4) Introduction to aesthetic and technical elements, as well as professional issues, involved in communication through video and audio. J majors only. Prereq: J 207 with a grade of mid-C or better.

331 Digital Video Production (4) Introduction to techniques of single-camera field video production. J and

cinema studies majors only. Prereq: J 207 or 208 with a grade of mid-C or better.
333 Writing for Multimedia (4) Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based applications, and striking the balance between word and image. J majors or multimedia minor standing required. Prereq: J 207 or ARTD 250, 251, 252.

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. Not for JAD majors.

342 The Creative Strategist (4) Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only. Prereq: J 205, 206 with a grade of mid-C or better.

350 Principles of Public Relations (4) Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

352 Strategic Writing and Media Relations (4) Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices. Prereq: J 207, 350 with a grade of mid-C or better.

361 Reporting I (4) News gathering and writing. Extensive writing inside and outside of class in a variety of forms: news, features, interviews, multimedia scripts. J majors only. Prereq: J 207 with a grade of mid-C or better.

365 Photojournalism (4) Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory- and portfolio-intensive. Majors only. Prereq: J 207 with a grade of mid-C or better.

371 Feature Writing I (4) Introduction to feature writing for print and online media; marketing your ideas and stories. J majors only. Prereq: J 361 with a grade of mid-C or better.

385 Communication Law (4) Legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Prereq: J 201 with a grade of mid-C or better.

387 Communication History (4) The changing structure and character of the media in the United States. Prereq: J 201 with a grade of mid-C or better.

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 with a grade of mid-C or better.

397 Media Ethics (4) Ethical problems in the media: privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability. Prereq: J 201 with a grade of mid-C or better.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-9R)

403 Thesis (1-9R)

404 Internship: [Topic] (1-4R) R for maximum of 4 credits.

405 Reading and Conference: [Topic] (1-9R)

406 Special Problems: [Topic] (1-9R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-4R)

409 Practicum: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-4R)

412/512 Issues in Communication Studies: [Topic] (4R) Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Majors and minors only; cinema studies majors for approved topics. Prereq: J 201 with a grade of mid-C or better. **R** 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. JCOM majors only. Prereq: J 314 for 4 credits with a grade of mid-C or better.

416/516 Survey of the Documentary (4) Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, or communication studies minors only. Prereq: J 201 with a grade of mid-C or better.

421/521 Documentary Production (4) Workshop in preparation, shooting, and postproduction of the short

documentary. J and cinema studies majors only. Prereq: J 331 with a grade of mid-C or better.
424 (H) Honors Theory and Research: [Topic] (4R) Uses a variety of theories and methods to closely examine and analyze contemporary problems and situations in media and communications. Acceptance into School of Journalism and Communication honors program required for enrollment. **R** once when topic changes for a maximum of 8 credits.

432/532 Reporting for Electronic Media (4) Training in gathering, production, and presentation of news for the electronic media. J majors only. Prereq: J 331 with a grade of mid-C or better.

434/534 Advanced Television News (4) News gathering and production for television. Students produce live programming for local cable systems. J majors only. Prereq: J 432/532 with a grade of mid-C or better.

436/536 Media Design: [Topic] (4R) Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. **R** twice for a maximum of 12 credits.

443/543 Advertising Media Planning (4) Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. JAD majors only. Prereq: J 207, 342 with a grade of mid-C or better.

444/544 Agency Account Management (4) The role of the account executive in the advertising agency examined through case studies. JAD majors only. Prereq: J 207, 342 with a grade of mid-C or better.

448/548 Advertising Campaigns (4) Seniors and graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. JAD majors only. Prereq: three from J 443/543, 444/544, 457/557, 458/558, 459/559, 460/560 with a grade of mid-C or better.

449/549 Advanced Advertising Campaigns (5) Team experience of creating a professional-level advertising plan. Students participate in a national competition. JAD majors only. Prereq: instructor's consent.

452/552 Strategic Public Relations Communication (4) Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. JPR majors only. Prereq: J 352 with a grade of mid-C or better.

453/553 Strategic Planning and Cases (4) Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. JPR majors only. Prereq: J 352 with a grade of mid-C or better.

454/554 Public Relations Campaigns (4) Capstone course applying theory, skills, and team-based approaches to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. JPR majors only. Prereq: J 452/552, 453/553, 495/595 with a grade of mid-C or better.

457/557 Curiosity for Strategists (4) Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. JAD majors only. Prereq: J 207, 342 with a grade of mid-C or better.

458/558 Writing Design Concepts (4) Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. JAD majors only. Prereq: J 207, 342 with a grade of mid-C or better.

459/559 Branding and Content (4) Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. JAD majors only. Prereq: J 207, 342 with a grade of mid-C or better.

460/560 Brand Development: [Topic] (4R) Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. JAD majors only. Prereq: J 207, 342 with a grade of mid-C or better. **R** when topic changes.

461/561 Newspaper Editing (4) Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. J majors only. Prereq: J 361 or equivalent with a grade of mid-C or better.

462/562 Reporting II (4) In-depth reporting on public affairs and community news. J majors only. Prereq: J 361 with a grade of mid-C or better.

463/563 Specialized Reporting: [Topic] (4R) Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. J majors only. Prereq: J 361 with a grade of mid-C or better.

465/565 Cyberjournalism (4) Critically examines components of online journalism; explores various aspects of web publishing. Participants collaborate in creating a class website. J and cinema studies majors only. Prereq: J 361 with a grade of mid-C or better.

466/566 Advanced Photojournalism: [Topic] (4R) Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Prereq: J 365 with a grade of mid-C or better.

R when topic changes.

467/567 Issues in International Communication: [Topic] (4R) Topics focus on global media issues. Majors and minors only; cinema studies majors for approved topics. Prereq: J 201 with a grade of mid-C or better. **R** when topic changes.

468/568 Advanced News Editing (4) Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. J majors only. Prereq: J 461/561 with a grade of mid-C or better.

472/572 Feature Writing II (4) In-depth story research and advanced feature writing for print and online markets. Individual conferences. J majors only. Prereq: J 371 with a grade of mid-C or better.

473/573 Magazine Feature Editing (4) In-depth story research and advanced feature writing for print and online markets. Individual conferences. J majors only. Prereq: J 371 with a grade of mid-C or better.

474/574 Magazine Industry and Strategies (4) How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. J majors only. Prereq: J 371 with a grade of mid-C or better.

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, shoot video, sell advertising, and design the magazine. Prereq: instructor's consent. **R** for a maximum of 12 credits.

480/580 Public Relations: [Topic] (4R) Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. **R** thrice when topic changes for a maximum of 16 credits.

483/583 The Journalistic Interview (4) Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. J majors only. Prereq: J 361 with a grade of mid-C or better.

495/595 Research Methods: [Topic] (4) Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Majors and minors only. Prereq: J 201 with a grade of mid-C or better. **R** when topic changes for a maximum of 12 credits.

496/596 Communication Ethics and Law: [Topic] (4-8R) Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Majors and minors only. Prereq: J 201 with a grade of mid-C or better. **R** when topic changes.

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.

617 Strategic Communication Theory and Research: [Topic] (4) Theory and research and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. **R** when topic changes.

619 Teaching and the Professional Life (4) Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.

621 Foundations of Strategic Communication (4) Reviews major theories, models, and practices in strategic communication. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

623 Creativity in Strategic Communication (4) Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

624 Strategic Communication: [Topic] (2R) Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. **R** when topic changes.
625 Introduction to the Faculty (1) Introduces new graduate students to faculty expertise in the areas of research, creative or professional work, and teaching in the School of Journalism and Communication.

631 Literature of Literary Journalism (4) Explores philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction. Prereq: departmental approval.

633 Writing About . . . : [Topic] (3R) Advanced, intensive, three-day writing workshops led by notable writers of literary nonfiction. **R** for maximum of 12 credits.

635, 636 Literary Nonfiction I,II (6,6) Concentrates on student writing of nonfiction in a workshop setting. Prereq: departmental approval.

638 Story and Commerce (4) Explores the changing face of narrative journalism as it investigates the new commercial opportunities for the professional journalist. Taught once or more per academic year.

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. Doctoral standing required.

641 Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. Prereq: J 613 or 640.

642 Quantitative Research Methods (4) Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research. Prereq: J 613 or 640.

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.

644 Philosophy of Communication (4) Explores the philosophical foundations of communication in the United States-including political philosophies that range from Milton to McLuhan.

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.

647 Theoretical Foundations of Communication Ethics (4) Exploration of ethical theories and issues related to the media and other relevant forms of communication. Offered alternate years.

648 Cultural Approaches to Communication (4) Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems.

649 International Communication (4) Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

652 Communication and Politics: [Topic] (4R) Examines communication and mediated communication in formal political settings as well as the general exercise of political power throughout society. **R** when topic changes for maximum of 12 credits.

660 Advanced Research Methods: [Topic] (4R) Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, ethnography, historical methods, legal methods, content analysis, and survey methods. Prereq: J 641 or 642 depending on topic. **R** when topic changes.

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School of Law

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Faculty

Barbara Bader Aldave, Loran L. Stewart Professor of Business Law (business associations, securities regulation); director, Center for Law and Entrepreneurship. BS, 1960, Stanford; JD, 1966, California, Berkeley (Coif); Oregon bar, 1966; Texas bar, 1982. (2000)

Adell L. Amos, associate professor (environmental and natural resources law); associate dean, academic affairs. BA, 1995, Drury; JD, 1998, Oregon (Coif); Missouri bar, 1999. (2005)

Carl S. Bjerre, Wallace L. and Ellen A. Kaapcke Professor of Business Law (commercial law, contracts). BA, 1982, California, Berkeley; JD, 1988, Cornell (Coif); New York bar, 1989; Oregon bar, 2001. (1996)

John E. Bonine, Bernard B. Kliks Professor of Law (environmental law, administrative law, constitutional law); director, Master of Laws Program. AB, 1966, Stanford; LLB, 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

Stuart Chinn, assistant professor (constitutional law, legislation). BA, 2001, MA, 2001, JD, 2004, PhD, 2008, Yale. (2009)

Andrea Coles-Bjerre, associate professor (creditors' rights, bankruptcy, civil procedure). BA, 1984, Barnard; JD, 1987. Brooklyn Law; New York bar, 1988. (1996)

Michael Fakhri, assistant professor (international business transactions, law and development). LLB, 2001, Queen's (Ontario); LLM, 2006, Harvard. (2010)

Caroline Forell, Clayton R. Hess Professor of Law (women and the law, torts, trusts and estates). BA, 1973, JD, 1978, Iowa (Coif); Oregon bar, 1978. (1978)

Dave Frohnmayer, professor (state administrative law, legislative issues); president emeritus. BA, 1962, Harvard; BA, 1964, MA, 1969, Oxford; JD, 1967, California, Berkeley (Coif); California bar, 1967; Oregon bar, 1971. (1970)

Elizabeth R. Frost, instructor (legal research and writing). BA, 2002, Yale; JD, 2006, Michigan, Ann Arbor. (2010)

Susan N. Gary, Orlando John and Marian H. Hollis Professor of Law (trusts and estates, estate planning, nonprofit organizations). BA, 1977, Yale; JD, 1981, Columbia; Illinois bar, 1981; Oregon bar, 1989. (1992)

Ibrahim J. Gassama, professor (torts, international law, human rights); James O. and Alfred T. Goodwin Senior Faculty Fellow. BA, 1980, Virginia Polytechnic; JD, 1984, Harvard; New York bar, 1985. (1991)

Erik Girvan, assistant professor (civil procedure, remedies). BA, 1998, Alaska, Fairbanks; JD, 2002, Harvard; PhD, 2012, Minnesota, Twin Cities. (2012)

Leslie J. Harris, Dorothy Kliks Fones Professor of Law (criminal law, family law, children and the law). BA, 1973, New Mexico State; JD, 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)

Richard G. Hildreth, Bernard B. Kliks Professor of Law (ocean and coastal law, property, climate change law and policy); director, Ocean and Coastal Law Center; dean's distinguished faculty fellow. BSE, 1965, JD, 1968, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969; Oregon bar, 1982. (1978)

Robert C. Illig, associate professor (business associations, mergers and acquisitions, private equity and venture capital); dean's distinguished faculty fellow. BA, 1991, Williams; JD, 1996, Vanderbilt; New York bar, 1997. (2004)

Carrie Leonetti, associate professor (criminal law, evidence, criminal adjudication). AB, 1994, Michigan, Ann

Arbor; JD, 2000, Harvard; Maryland bar, 2000; California bar, 2008. (2008)
Tom Lininger, Orlando John and Marian H. Hollis Professor of Law (ethics, criminal law, public interest law). BA, 1988, Yale; JD, 1991, Harvard; California bar, 1993; Oregon bar, 2008. (2003)

Mohsen Manesh, assistant professor (advanced business law, business associations, contracts). BS, 2003, Arkansas; JD, 2006, Georgetown. (2011)

Roberta Mann, Frank E. Nash Professor of Law (tax law, property law, environmental law). BS, 1980, MBA, 1982, JD, 1987, Arizona State; LLM, 1995, Georgetown; Arizona bar, 1987; District of Columbia bar, 1989. (2008)

Megan McAlpin, instructor (legal research and writing); director, externships and clinics. BS, 2000, Western Oregon; JD, 2003, Willamette; Oregon bar, 2003. (2007)

Michelle McKinley, associate professor (immigration law, refugee and asylum law, international law); associate dean, faculty development; dean's distinguished faculty fellow. BA, 1985, Wellesley; MPhil, 1988, Oxford; JD, 1995, Harvard. (2007)

Michael L. Moffitt, professor (civil procedure, negotiation, appropriate dispute resolution); Philip H. Knight Dean of Law. BA, 1991, Marietta; JD, 1994, Harvard. (2001)

Margaret L. Paris, professor (criminal law, Oregon practice and procedure). BA, 1981, JD, 1985 (Coif), Northwestern; Illinois bar, 1985. (1992)

Eric Priest, assistant professor (copyright law, trademark law, property). BA, 1999, Minnesota, Twin Cities; LLM, 2005, Harvard; JD, 2002, Illinois Institute of Technology. (2009)

Ofer Raban, associate professor (constitutional law, criminal investigation, legal interpretation); Elmer Sahlstrom Senior Faculty Fellow. BA, 1994, City University of New York, City College; DPhil, 1994, Oxford; JD, 1999, Harvard. (2008)

Jennifer Reynolds, assistant professor (dispute resolution); associate director, Appropriate Dispute Resolution Center. AB, 1992, Chicago; MA, 1996, Texas, Austin; JD, 2008, Harvard. (2009)

Joan Rocklin, senior instructor (legal research and writing). BA, 1993, Williams; JD, 1998, Pennsylvania (Coif); New York bar, 1998. (2001)

Suzanne E. Rowe, James L. and Irene R. Hershner Professor of Law; director, Legal Research and Writing Program. BA, 1983, North Carolina, Chapel Hill; JD, 1989, Columbia; California bar, 1992; District of Columbia bar, 1992. (2000)

Nancy E. Shurtz, B. A. Kliks Professor of Law (taxation, estate planning, women and the law). BA, 1970, Cincinnati; JD, 1972, Ohio State; LLM, 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977. (1982)

Merle H. Weiner, Philip H. Knight Professor of Law (torts, family law, domestic violence). BA, 1985, Dartmouth; LLM, 1988, Cambridge; JD, 1990, Harvard; District of Columbia bar, 1991; Maryland bar, 1991; California bar, 1993. (1998)

Mary C. Wood, Philip H. Knight Professor of Law (Indian law, public lands, property); faculty director, Environmental and Natural Resources Law Program. BA, 1984, Washington (Seattle); JD, 1987, Stanford; Washington bar, 1989; Oregon bar, 1990. (1992)

Emeriti

Donald W. Brodie, professor emeritus. BA, 1958, Washington (Seattle); LLB, 1961, New York University; Washington bar, 1961; Oregon bar, 1981. (1967)

Maurice J. Holland, professor emeritus. AB, 1958, Yale; MA, 1961, JD, 1966, LLM, 1970, PhD, 1980, Harvard; Massachusetts bar, 1963; Oregon bar, 1987. (1986)

Jon L. Jacobson, professor emeritus. BA, 1961, JD, 1963, Iowa (Coif); California bar, 1964. (1968)

Mary S. Lawrence, associate professor emerita. BA, 1960, MA, 1962, Michigan State; JD, 1977, Oregon; Oregon bar, 1977. (1977)

Ralph James Mooney, professor emeritus. BA, 1965, Harvard; JD, 1968, Michigan (Coif); California bar, 1968. (1972)

James M. O'Fallon, professor emeritus. BA, 1966, Kansas State; MA, JD, 1972, Stanford (Coif); California bar, 1973. (1981)

Milton L. Ray, professor emeritus. BA, 1947, Rochester; JD, 1950, Chicago (Coif); Illinois bar, 1950; California bar, 1964. (1971)

Eugene F. Scoles, distinguished professor emeritus. AB, 1943, JD, 1945, Iowa (Coif); LLM, 1949, Harvard;

JSD, 1955, Columbia; Iowa bar, 1945; Illinois bar, 1946. (1968)
Rennard Strickland, distinguished professor emeritus. BA, 1962, Northeastern State; MA, 1966, Arkansas; JD, 1965, SJD, 1970, Virginia (Coif); Creek Nation bar, 1965. (1997)

Peter N. Swan, professor emeritus. BS, 1958, LLB, 1961, Stanford; California bar, 1962; United States Supreme Court bar, 1967; Oregon bar, 1979. (1970)

Dominick R. Vetri, professor emeritus (art law, torts, gay and lesbian legal issues). BS, ME, 1960, New Jersey Institute of Technology; JD, 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. (1967)

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

About the School

The School of Law offers a three-year, full-time professional curriculum leading to the doctor of jurisprudence (JD) degree; a two-year, full-time program leading to an interdisciplinary master's degree (MA or MS) in conflict and dispute resolution; and a one-year, full-time program leading to a master of laws (LLM) in environmental law.

The law school's broad-based curriculum and clinical programs prepare students for careers in almost every practice area and professional setting. Special centers and programs include business law and entrepreneurship, environmental law, dispute resolution, public interest law, family, child, and elder law, and the Wayne Morse Center for Law and Politics.

The Center for Career Planning and Professional Development offers counseling, seminars, mentoring programs, and connections to UO law graduates throughout the world.

The John E. Jaqua Law Library is a light-filled space occupying three floors, designed to meet the research and study needs of law students. It provides print, electronic, and video resources, and has full wireless access and power to support student laptops. Each floor of the law library contains a mix of books, tables, carrels, equipment, and study rooms. Law students can use our online catalog to order materials from the law library and from other libraries in Oregon and Washington. Attorney librarians teach students how to perform legal research in class and in the library.

UO law students run three journals and nearly forty active student organizations; serve the public in numerous clinical programs; and organize the world's oldest and largest public interest environmental law conference, attracting more than 3,000 participants each year. UO students have received the top Oregon State Bar Association award for pro bono work nine times.

The William W. Knight Law Center offers a spacious, warm environment for study and community activities and includes more than 1,500 fast Ethernet jacks as well as wireless access throughout the building.

Additional information and complete descriptions of courses offered appear in the University of Oregon School of Law viewbook. Free copies are available from the law school's Office of Admissions.

Academics

Law students spend their first year in eight required courses designed to provide a solid foundation in legal theory, practical writing and research skills, and a theoretical and practical knowledge of the law: Contracts (LAW 611), Torts (LAW 613), Civil Procedure (LAW 615), Property (LAW 617), Criminal Law (LAW 618), Legal Research and Writing I and II (LAW 622, 623), and Constitutional Law I (LAW 643).

Clinics, Externships, and Practical Skills

Seminars such as Mediation and Negotiation offer structured role-playing exercises that hone professional lawyering skills. The judicial externship program develops legal analysis, research, and writing skills. Familiarity with the Oregon political process is gained through the Legislative Issues Workshop. Twelve clinics introduce students to actual clients and cases through the supervised practice of law.

Child Advocacy Externships. Students in this externship work during the summer for Oregon juvenile court judges and practitioners. Those who work with judges perform research, prepare for and observe all types of hearings in juvenile delinquency and dependency cases, as well as working on a major law reform project under the judge's direction. Students placed with practitioners are involved in all areas of the attorneys' practices.

Civil Practice Clinic and Advanced Civil Practice Clinic. Students represent low-income clients through Lane County Legal Aid. Cases may result in a court appearance or contested case hearing, often involving social security, welfare, food stamp, public housing, or unemployment benefits.

Criminal Defense Clinic. Students conduct client and witness interviews and investigations and help defend

clients in a wide range of misdemeanor prosecutions in Oregon Circuit Court through Public Defender Services of Lane County.

Criminal Prosecution Clinic and Advanced Prosecution Clinic. Students are assigned to one of several local prosecutors' offices, where they prepare and try minor criminal cases under the supervision of an attorney. In the advanced clinic, they try at least five jury trials during a semester, prepare felony trials, respond to and argue circuit court motions, and assist felony trial lawyers with circuit court cases.

Domestic Violence Clinic and Advanced Domestic Violence Clinic. Students work with Lane County Domestic Violence Clinic attorneys and client advocates to represent victims of domestic violence and stalking in contested protective order hearings.

Domestic Violence Externships. Students are placed at the Klamath Falls Legal Aid Services of Oregon office and handle a range of issues related to the representation of domestic violence victims, which may include, for example, Family Abuse Protection Act orders, stalking orders, family law issues, housing issues, and employment issues. The externship exposes students to the challenges faced by low-income, rural victims of violence. Court experience is part of the externship.

Environmental Law Clinic and Advanced Environmental Law Clinic. Working with the Western Environmental Law Center, students are advancing theories never before litigated in any American court. The emphasis is on intellectually challenging and creative work. The Environmental Law Clinic is open to some second-year students. All other clinics are open to third-year students only. Every qualified student who applies has an equal chance to participate through a lottery during the spring of second year.

Environmental Law Externships. Externs are placed with governmental and nonprofit agencies working on a variety of issues related to environmental regulations and compliance, energy policy, land use, and climate change.

Federal Bankruptcy Court Externship. Students serve as judicial externs for the United States Bankruptcy Court for the District of Oregon and participate in all aspects of judicial decision-making, including researching and drafting bench memoranda and opinions, and observing oral arguments and chambers conferences. This one-semester externship is supervised by a U.S. bankruptcy judge in either Eugene or Portland.

General Externships. Externs are placed with nonprofit organizations and governmental agencies in a variety of settings to gain practical experience. General externships include domestic violence externships, child advocacy externships, and externships in fields of immigration, local government law, and other fields.

Judicial Externships. Externs work for district and appellate federal courts, federal immigration court, state trial and appellate courts, and the U.S. bankruptcy courts. The judges include students in all aspects of their work, including settlement meetings, trials, and discussions in chambers.

Legislative Issues Workshop. Students are involved in research, bill tracking, report writing, committee presentation, and other tasks during the biennial sessions of the Oregon Legislative Assembly.

Mediation Clinic. After mediation training, students spend one morning each week working in a local small claims court, helping disputants to search for nonlitigation solutions to their problems.

Nonprofit Clinic. A joint venture with the UO's Department of Planning, Public Policy and Management and the Master's Degree in Conflict and Dispute Resolution program. Students learn about nonprofit work with assistance from experienced practitioners in the field and through practical experience working with nonprofit clients.

Office of the United States Trustee Permanent Externship Program. The Office of the United States Trustee is the division of the U.S. Department of Justice responsible for overseeing the administration of bankruptcy cases. In this supervisory role, the U.S. trustee ensures that the bankruptcy cases proceed without delay, debtors comply with the disclosure requirements of the Bankruptcy Code, assets are distributed according to the code's priority scheme, plans of reorganization proposed by consumer debtors comply with the code's requirements for confirmation, and instances of fraud and abuse of the bankruptcy system are identified.

Portland In-House Counsel Externships. This externship places students in corporate counsel offices in order to give them a window into the world of major Oregon businesses and the operations of corporate legal counsel. Students participating in the program are exposed to the roles of in-house counsel, the relationship between in-house and outside counsel, and the workings of major Oregon business operations. The substantial classroom component for both full- and part-time externs explores ethical issues faced by corporate counsel.

Probate Mediation Clinic. After completing both basic mediation training and a specialized probate mediation training, students enrolled in the clinic first observe and then comediate cases with experienced mediators. The cases are evaluated and assigned by Judge Holland in the Lane County Circuit Court. Cases involve issues in estate law as well as adult guardianship and conservatorship proceedings.

Prosecution Clinic and Advanced Prosecution Clinic. Students are assigned to one of several local prosecutors' offices, where they prepare and try minor criminal cases under the supervision of an attorney. Students may assist senior prosecutors on felony cases. The classroom component consists of weekly two- to three-hour discussions of the roles of participants in the criminal justice system through the various stages of the criminal process.
Small Business Clinic. Students advise local small-business owners on business formations, stock sales, leases, contracts, and other transactional legal issues.

Small Claims Mediation Clinic. Intensive, skills-oriented course that trains law students to mediate a range of cases. Skills training offers opportunities to practice communication skills and the mediation model in role-playing activities. Enhances interviewing, problem solving and analysis, and negotiation skills.

Tax Externship. Students work full- or part-time with the Office of Chief Counsel for the Internal Revenue Service in Portland. The counsel's office represents the IRS in litigation in the U.S. Tax Court. Students research and write on tax issues involving small businesses and individuals. Offered each spring semester.

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. Erin Zemper, director.

Statements of Completion

Second- and third-year students may develop a specialty in business law, criminal practice, dispute resolution, 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, green business law, or tax law. A student who satisfactorily completes one of these programs receives a statement of completion.

Centers and Programs

Appropriate Dispute Resolution Center

Many lawyers today are more likely to participate in a settlement conference, mandatory arbitration, or mediation session than they are to argue a case in the courtroom. The law school's appropriate dispute resolution courses, trainings, and programs help students understand a wide range of dispute resolution methods so that as lawyers they may advise their clients wisely. http://adr.uoregon.edu.

Business Law

Comprehensive business law courses contribute to the core of the law school curriculum. Practical experience is gained in classroom studies and in real-world opportunities, teaching students the relationship between law and entrepreneurship and providing students the necessary deal-making skills to become transactional lawyers. http://bizlaw.uoregon.edu.

Center for Law and Entrepreneurship

The center prepares law students to represent and to be entrepreneurs, encourages faculty research related to problems that confront entrepreneurs, and brings law students and members of the Northwest business community together. The center collaborates on a number of projects with the university's Charles H. Lundquist College of Business, and in addition to lectures, symposiums, and numerous business courses, the center runs the Small Business Clinic. The Law and Entrepreneurship Student Association actively participates in directing the center and hosts various guest lectures and opportunities for interaction with members of the local business and legal communities. http://bizlaw.uoregon.edu/center.

Environmental and Natural Resources Law

For more than forty years, this program's focus on public interest environmental law and its commitment to innovations in environmental legal education have made it one of the nation's oldest and most respected programs. Its faculty continues to make a global impact on environmental law. http://enr.uoregon.edu.

Family Law, Child Advocacy Law, and Elder Law

The increasingly complex nature of family relationships requires lawyers to possess an in-depth understanding of the law that structures them. Future legal practitioners gain the knowledge and practical skills necessary to advocate for children, families, and the elderly, and also may pursue opportunities and hone their skills with the law school's Child Advocacy Project or the Domestic Violence Clinic. http://familylaw.uoregon.edu.

Legal Research and Writing

This rigorous program thoroughly prepares law students for the exacting style of writing that is expected of individuals in a clerkship or legal practice. http://law.uoregon.edu/lrw .

Portland Program

The program creates opportunities for students to build ties with the legal and business community in Portland, Oregon. As the state's largest city, Portland is home to more than 2,000 UO School of Law alumni. The Portland Program offers externships, courses, symposiums, and a summer session. http://bizlaw.uoregon.edu/pdx.

Public Interest-Public Service Program

The UO School of Law has a longstanding commitment to public service and the public interest. Law school students are nine-time winners of the Oregon State Bar Pro Bono Challenge, volunteering more legal-service hours to Oregon's poor and underserved than any other law school in the state. http://law.uoregon.edu/pips.

Wayne Morse Center for Law and Politics

An independent center within the law school, the Wayne Morse Center for Law and Politics organizes dynamic programs in the spirit and tradition of former U.S. senator and law school dean Wayne Morse. Senator Morse was best known for his stance against the Vietnam War and as an advocate for civil rights, labor rights, and the rule of law. http://waynemorsecenter.uoregon.edu.

Degree Programs

LLM in Environmental and Natural Resources Law

The School of Law offers a degree program leading to a master of laws in environmental and natural resources law. Applicants must have a JD from an accredited U.S. law school or a law degree from a non-U.S. program of legal education. The program requires two semesters in residence at the UO School of Law and 24 credits earned.

Students participate in the LLM seminar and select seven other approved, semester-long courses. The LLM seminar is an integrating experience for students, providing education on topics of current concern and introducing students to a variety of lawyers, officials, and natural environments in the Pacific Northwest region of the United States during field trips. The students also work to improve their skills in making presentations, preparing articles for publication, and working collaboratively.

Some LLM students also have the opportunity to participate in the clinical program at the Western Environmental Law Center and the externship program at the Environmental Law Alliance Worldwide.

This program is intended to prepare a select group of postgraduate students for careers in teaching, high-level governmental or international positions, and legal careers in private or public service.

Full information can be found on the program website, http://llm.uoregon.edu.

Master's Degree in Conflict and Dispute Resolution

The graduate program in conflict and dispute resolution, housed in the School of Law, offers an interdisciplinary, two-year master's degree (MA or MS) granted by the Graduate School.

The program comprises four components:

1. Core required courses-43 credits
2. Elective courses-16 credits
3. Internship-8 credits (320 hours)
4. Thesis or final project-9 credits
5. In addition, students participate in thirty-two hours of basic mediation training, a prerequisite for the mediation skills course

First-year students take all the core courses together as a cohort. In their second year of study, degree candidates focus on individualized learning, completing their elective course work, their internship, and their final project. Electives may be selected from courses offered across campus by various departments and programs, including the Lundquist College of Business; international studies; planning, public policy and management; philosophy; political science; psychology; sociology; and others. The conflict and dispute resolution master's program offers its own elective courses that attract students from across the campus. Examples include the psychology of conflict resolution; grappling with zero-sum conflicts such as Northern Ireland and Israel-Palestine; environmental conflict resolution; and conflict resolution in the workplace.

The internship is a key element of the educational program, providing practical experience in an area that has relevance to the student's educational and career goals and the potential to be a stepping stone to future career development. Internship placements range from local to international. Students are not required to complete all internship credits within a single term. Internship credits needn't be acquired only at one placement location but may be divided among two, or possibly even three, sponsoring agencies.

The final project component of the degree requirements is sufficiently flexible in format and content to allow students to choose between a theory-based academic paper or a project more practical in nature. The former typically will be a formal study of some aspect of the field, the latter a project of practice conducted in the field followed with a final project report. Successful completion of the final project requires an oral defense before the student's final project committee.

Full information can be found on the program website, http://conflict.uoregon.edu.

Concurrent Degree Programs

JD/MS in Conflict and Dispute Resolution

The School of Law offers a concurrent degree program leading to a doctor of jurisprudence and a master of science degree in conflict and dispute resolution. Students receive two degrees in four years rather than in the standard five, deepening their understanding of negotiation, dispute resolution, and alternative methods of settlement. Applicants must apply to and be accepted by both programs.

JD/MA in International Studies

The School of Law and the International Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts degree in international studies with a specialization in international law. Students receive two degrees in four years. Applicants must apply to and be accepted by both programs.

JD/MBA

The School of Law and the Lundquist College of Business Graduate School of Management offer a doctor of jurisprudence and master of business administration (JD/MBA) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, corporate management, sports marketing, and international business. Students receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both schools.

JD/MA or MS in Environmental Studies

The School of Law and the Environmental Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts or a master of science in environmental studies. This program introduces students to scientific, social, and legal aspects of environmental regulation and resource development. Students receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by the School of Law and the Environmental Studies Program.

JD/MA or MS in Media Studies

The School of Law and the School of Journalism and Communication offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts or master of science in media studies. The degrees provide

students with opportunities for both legal and communications internships. Applicants must apply to and be accepted by both schools.

JD/MCRP in Community and Regional Planning

The School of Law and the Department of Planning, Public Policy and Management offer a concurrent degree program leading to a doctor of jurisprudence and a master of community and regional planning. The degrees provide students with opportunities for both legal and planning internships. Applicants must apply to and be accepted by both programs.

JD/MPA in Public Administration

The School of Law and the Department of Planning, Public Policy and Management offer a concurrent degree program leading to a doctor of jurisprudence and a master of public administration. The degrees provide students with opportunities for both legal and public administration internships. Applicants must apply to and be accepted by both programs.

JD/MS in Water Resources Policy and Management

The School of Law and Oregon State University offer a concurrent degree program leading to a doctor of jurisprudence and a master of science in water resources engineering, water resources science, or water resources policy and management. Applicants must apply to and be accepted by both programs.

Academic Support

The Academic Choice for Excellence Program, a voluntary program open to first-year law students, is particularly beneficial for nontraditional law students and those who are the first in their family to attend college or have been away from school for several years. The program includes academic tutoring designed to bolster the principles that underlie first-year course work, to develop research and writing skills, and to clarify the law school examination process.

Academic Calendar for Law Students

The School of Law operates on a semester calendar. On this schedule, registration for fall and spring semesters begins the third week of April, fall semester examinations are given before the winter vacation, and the spring semester ends in mid-May. More information about calendar dates is available online at registrar.uoregon.edu/calendars/academic.

January Term

The School of Law offers a collection of one-week intensive courses held the week before the start of the regular spring semester.

Summer Session

The School of Law offers a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school.

Summer session is not open to beginning law students.

For complete summer session information, contact the registar's office at the School of Law or visit http://law.uoregon.edu/registar .

Admission Procedures

Prelaw Preparation

The School of Law does not prescribe a prelaw curriculum. Intellectual maturity and breadth of educational

background are considered more important than specific subject matter.
Details about prelaw study and law school admission criteria appear under Law, Preparatory, in the **Academic Resources** section of this catalog.

Information about the School of Law and its programs is available at its website. The law school viewbook, which also provides general information, may be requested through the website or by contacting the Office of Admissions. Admissions staff members are happy to respond to inquiries regarding the admission process as well as to make arrangements for visits to the School of Law.

Basic Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit applicants who, in terms of their overall records, are the most qualified for legal studies.

In evaluating the strength of the overall record, the admissions committee considers the undergraduate grade point average (GPA), the results of the Law School Admission Test (LSAT), the personal statement, and letters of recommendation. The applicant should also submit a résumé that highlights educational background, employment, global and multicultural experience, and extracurricular activities. International applicants are required to submit results of the Test of English as a Foreign Language (TOEFL).

The admissions committee strives to annually enroll a class that is academically distinguished and reflects a rich blend of educational, economic, cultural, and professional backgrounds.

Requirements through the Law School Admission Council

The University of Oregon School of Law is a member of the Law School Admission Council (LSAC). To complete the application process, an applicant must register with LSAC to take the Law School Admission Test (LSAT) and participate in the Law School Data Assembly Service (LSDAS); register at www.lsac.org or call (215) 968-1001. An applicant should take the LSAT no later than February of the year in which they wish to enroll. A score from the June 2007 test administration is the oldest acceptable score for fall 2012. An applicant must submit official academic transcripts of all college-level work and postgraduate work and letters of recommendation to the LSDAS. All required fees must be paid and all required documents received before the admissions committee will review an application. Applicants receive an admission decision from the Office of Admissions in a letter sent through the United States Postal Service between January and May.

Class Profile

For the class of 2015, the School of Law received 1,545 applications for the 147 seats in its first-year class. For first-year students entering in fall 2012, the 75th percentile undergraduate GPA was 3.63, the median GPA was 3.33, and the 25th percentile GPA was 3.09. The 75th percentile LSAT score was 160, the median LSAT score was 158, and the 25th percentile LSAT score was 155.

Costs and Financial Aid

Law students are classified as graduate students. Tuition and fees are payable in full as prescribed by the Office of Business Affairs. Payment of the stipulated fees entitles students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees for JD Program

For the 2012-13 academic year, tuition and fees were $28.354 for resident students and $35,374 for nonresidents. See the law school website 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. Information on total 2012-13 costs for a resident student at the School of Law is available to view at http://lawadmissions.uoregon.edu/tuition . The child-care allowance varies according to circumstance and is based on documentable costs for the period of time the student is enrolled. Transportation costs also vary.
Health insurance is optional. Costs for semester or for full twelve-month coverage are available in the office of the Associated Students of the University of Oregon.

Financial Assistance

See the **Student Financial Aid and Scholarships** section of this catalog for complete information about financial aid including loans.

Scholarships and Fellowships

Information about scholarships and financial aid is available on the school's website at law.uoregon.edu/students/financial or by telephone, (541) 346-1558.

The law school has a Loan Repayment Assistance Program (LRAP) to help students with large law school loans to more easily enter public service. Lear more by visiting law.uoregon.edu/lrap .

Degree Requirements

The curriculum presents fundamental subjects of law during the first year, and the first-year program is prescribed. All second- and third-year courses are elective except Constitutional Law II (LAW 644) and Legal Profession (LAW 649), which are required.

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits, and who have otherwise satisfied the requirements of the university and the School of Law are granted the JD degree provided that they

- Obtain, at least two years before completing work for the JD degree, a BA or BS or equivalent degree from an accredited college or university
- Complete successfully prescribed first-year courses
- Complete successfully Constitutional Law II (LAW 644) and Legal Profession (LAW 649)
- Fulfill a skills requirement and a writing requirement
- Have been full-time law students for at least six semesters or equivalent
- Obtain a 2.00 cumulative law school grade point average
- Fulfill other requirements as may be imposed

The School of Law reserves the right to modify its curriculum and graduation requirements at any time.

Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal studies and approved in advance by the assistant dean for student affairs.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the JD degree. At least 55 semester hours must be completed at the University of Oregon School of Law.

During the second or third year of law school, each student must complete a writing requirement designed to improve legal writing skills and the ability to analyze legal problems. The requirement is met by an intensive writing experience involving thorough research, substantial writing and editing, and interaction with a faculty member in developing and editing a research paper or legal documents.

During the second or third year of law school, each student must also complete at least one course with substantial professional skills components to qualify for graduation. Professional skills include clinics and externships, trial and appellate advocacy, alternate methods of dispute resolution, counseling, interviewing, negotiating, and drafting.

Law Courses (LAW)

A complete list of courses with descriptions is available online at http://law.uoregon.edu/academics/catalog.

199 Special Studies: [Topic] (1-5R)

Term Courses for Nonlaw Students
410/510 Experimental Course: [Topic] (1-5R)

600 Law Courses for Nonlaw Students (1-15R) Generic course number for translating 600-level School of Law semester credits to term credits on academic records for nonlaw students.

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

Required First-Year Courses

611, 612 Contracts (3,3)

613, 614 Torts (3,3)

615 Civil Procedure (4)

617 Property (4)

618 Criminal Law (3)

622, 623 Legal Research and Writing I,II (2,2)

643 Constitutional Law I (3)

Second- and Third-Year Courses

Second- and third-year courses are elective except LAW 644 and 649, which are required. Most courses listed below are offered each academic year. Every effort is made to offer these courses at least once every two years, but the ability of the School of Law to offer some courses may be limited by student interest and faculty resources.

620 Business Associations (4)

621 Advanced Business Law (2)

625 Business Bankruptcy (3)

626 Mergers and Acquisitions (3)

633 Business Planning (2-3)

635 Secured Land Transactions (2-3)

636 Commercial Law (4)

637 Trusts and Estates I (3)

639 Employment Discrimination (3)

640 Children and the Law (3)

642 International Business Transactions (3)

644 Constitutional Law II (3)

645 Oregon Practice and Procedure (3)

646 Federal Jurisdiction (3)

647 Conflict of Laws (3)

648 Bankruptcy (3)

649 Legal Profession (3)

652 Evidence (3)

655 Family Law (3)

656 Elder Law (3)

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)

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)

673 Patent Law and Policy (2-3)

675 Legal Writing (1-3R)

678 Indian Law (2-3)

680, 681 Federal Income Tax I,II (3,3)

682 Estate and Gift Taxes (2)

683 Estate Planning (3)

684 Criminal Investigation (3)

685 Criminal Adjudication (3)

686 Environment and Pollution (3)

687 Wildlife Law (2)

688 Hazardous Waste Law (2)

690 International Environmental Law (2-3)

691 Comparative Environmental Law (3)

692 International Trade and Investment Law (3)

693 Human Rights and Environment (3)

Professional Writing, Research, and Seminars

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

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (1-5R) Recent topics include Accounting for Lawyers, Advanced Appellate Advocacy, Advanced Contracts, Advanced Commercial Law, Advanced Legal Research, American Indian Policy, American Legal Biography, American Legal History, Animal Law, Appropriate Dispute Resolution, Arbitration, Art Law, Civil Rights Litigation, Climate Change Litigation, Coastal Law, Commercial Law Survey, Complex Litigation and Advanced Toxic Torts, Constitutional Law Seminar, Criminal Investigation, Criminal Responsibility, Cybercrime, Cyberlaw, Disability Law, Domestic Violence Law, Elder Law, Environmental Justice, European Union Law, Federal Judicial Settlement, Financial Institutions, Forensic Science in Criminal Law, Global Environmental Challenges, Health Law, Human Rights Law, Immigration Law, Indigenous People and International Law, Insurance and Commercial Mediation, Intellectual Property Management Strategies, Intellectual Property Survey, Intellectual Property Licensing, Interviewing and Counseling, Language of Corporate Finance, Latinos and the Law, Law and American Culture, Law and Language, Law, Culture, and Society, Law Practice Management, Litigation Practice and Procedure, LLM Seminar, Mediation, Natural Resources Law, Negotiation, Nonprofit Organizations, Ocean Law, Patent Litigation, Perspectives on Tort Law, Postconviction Remedies, Public Trust Law, Refugee and Asylum Law, Selected Issues in Criminal Procedure, Tax Policy, Tribal Courts and Tribal Law, Venture Capital, White Collar Crime, Women and the Law, Writing Fiction about the Law.

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

Clinical Experience and Practice Skills Courses

704 Judicial Internship: [Topic] (1-12R)

707 Seminar: [Topic] (1-5R) Recent topics are Advanced Civil Practice Clinic, Advanced Domestic Violence Clinic, Advanced Environmental Law Clinic, Advanced Prosecution Clinic, Civil Practice Clinic, Criminal Defense Clinic, Criminal Prosecution Clinic, Domestic Violence Clinic, Environmental Law Clinic, Federal Bankruptcy Court Internship, Journal of Environmental Law and Litigation, Legislative Issues Workshop,

Mediation Clinic, Moot Court Board, Moot Court Competition, Office of the United States Trustee Permanent Externship Program, Oregon Law Review, Oregon Review of International Law, Transactional Practice Laboratory, Trial Practice Laboratory.

712 Small Business Clinic (3)

714 Judicial Externship: [Topic] (1-12R)

Conflict and Dispute Resolution Courses (CRES)

199 Special Studies: [Topic] (1-4R)

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-4R)

404 Internship: [Topic] (1-4R)

410 Experimental Course: [Topic] (1-5R)

503 Thesis (1-9R)

601 Research: [Topic] (1-9)

604 Internship (1-8R)

605 Reading and Conference: [Topic] (1-5R)

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

608 Workshop: [Topic] (1-5R)

610 Experimental Course: [Topic] (1-5R) Topics include Psychology of Conflict, Research Methods, Facilitation, Drafting Settlement Agreements.

611 Terminal Project (1-9R)

612 Philosophy of Conflict Resolution (4)

613 Perspectives on Conflict Resolution (4)

614 Negotiation, Bargaining, and Persuasion (4)

615 Cross-Cultural Dynamics in Conflict Resolution (4)

616 Mediation Skills (4)

617 Professionalism in Practice (4)

618 Adjudication and Courts (2)

630 Arbitration and Hybrid Processes (2)

650 Capstone Seminar (1)

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School of Music and Dance

C. Brad Foley, Dean
541-346-3761
541-346-0723 fax

121 MarAbel B. Frohnmayer Music Building
1225 University of Oregon
Eugene OR 97403-1225

http://music.uoregon.edu

About the School

The School of Music and Dance is nationally recognized for its dedication to the highest levels of excellence in teaching, performance, and research. It is the only music school in the state of Oregon authorized to grant master's degrees in dance and doctoral degrees in music.

The School of Music and Dance began as the Department of Music in 1886, then the School of Music in 1900. It was admitted as a charter member of the National Association of Schools of Music in 1928. The school was joined in 1991 by the dance faculty-which had been offering courses at Oregon since 1911, and which established a dance major in 1959-and was renamed the School of Music and Dance in 2005. The UO music and dance departments are among the oldest west of the Mississippi.

The School of Music and Dance serves more than 500 music and dance majors, including 150 graduate students, and offers the following degrees in a wide range of options: BA, BMus, BS, MA, MFA, MMus, MS, DMA, and PhD. The ratio of students to faculty members is 8.3-to-1.

More than 200 performance programs are held annually in Eugene by UO students and faculty members, and more than 500 in the United States and abroad.

Mission Statement. The University of Oregon School of Music and Dance has a threefold mission:

- To prepare students to lead lives enriched by the arts of music and dance
- To provide comprehensive programs for those pursuing professional careers in music and dance, and a broad range of courses for those seeking a liberal arts education
- To serve as an educational and cultural resource for the University of Oregon, the local community, and the state of Oregon

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Dance

Jenifer P. Craig, Department Head
541-346-3386
541-346-3380 fax

161 Gerlinger Annex
1214 University of Oregon
Eugene OR 97403-1214

http://dance.uoregon.edu

Faculty

Steven Chatfield, professor (modern technique, dance sciences, research). BA, 1975, MA, 1984, PhD, 1989, Colorado, Boulder. (1989)

Christian Cherry, associate professor (fundamentals of rhythm, music for dance and dance accompaniment, contact improvisation); director, graduate studies; director, music in dance. BA, 1983, Ohio Wesleyan; MM, 1993, Ohio State. (2001)

Jenifer P. Craig, associate professor (modern and jazz technique, history and dance philosophy, dance production). BA, 1971, MA, 1973, Oregon; PhD, 1982, Southern California. (1986)

Brad Garner, assistant professor (modern, jazz, and ballet technique; improvisation). BFA, 1997, Minnesota, Twin Cities; MFA, 2004, Arizona State. (2009)

Rita Honka, adjunct instructor (African and modern technique, somatics). BS, 1989, Wayne State; MS, 1992, Oregon. (1993)

Walter Kennedy, associate professor (modern and ballet technique, pedagogy, composition); director, undergraduate studies. BFA, 1996, California State, Long Beach; MFA, 1999, Illinois, Urbana-Champaign. (2000)

Shannon Mockli, assistant professor (modern, jazz, and ballet technique; composition). BFA, 2003, MFA, 2008, Utah. (2008)

Emeriti

Bruno V. Madrid, senior instructor emeritus. BMus, 1955, Santo Tomas Conservatory of Music; MMus, 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

Placement in modern dance and ballet is required of all majors and minors. Placement classes are held spring

term for the following year as well as the Friday before classes begin in fall, during Week of Welcome. Faculty adjudicators observe and place students according to their skill level. Entering freshmen who plan to attend IntroDUCKtion, the university's new-student orientation held in July, are strongly urged to take the spring placement class to determine which technique classes to build their schedule around. More information on placement is available by contacting the dance department office.

Facilities

The Department of Dance has four professional dance studios for classes and 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 seats 225 people and has state-of-the-art stage equipment.

Performing Opportunities

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. Rehearsals and performances may 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.

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.

Theatrical collaborations with the Department of Theater Arts or within the School of Music and Dance provide performance opportunities that incorporate dancing, acting, and singing. These activities carry academic credit.

Honor Society and Scholarships

The Department of Dance awards Lotta Carll scholarships yearly to talented student performers and choreographers.

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.

Dance Program for Nonmajors

A variety of dance experiences are provided for enjoyment and enrichment through the dance program. Lower-division DANC courses generally offer beginning or elementary instruction and may be repeated twice for credit. Upper-division DANC courses provide low-intermediate instruction and may be repeated twice for credit. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor's degree.

Upper-division DAN courses provide advanced instruction. See DAN course listings for credit repeatability.

Noncredit DANC and DAN studio courses may be 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.

Undergraduate Studies

The Department of Dance offers curricula leading to bachelor of arts (BA) or bachelor of science (BS) 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, especially modern dance and ballet.

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 advisors. 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 advisor prior to registration each term. These meetings inform students about prerequisites and progress toward the degree. Appointment schedules for advising are posted by each advisor. 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
Dance Somatics (DAN 256)	3
Dance Improvisation (DANC 271)	2
For breadth in technique, studio courses in at least two idioms other than modern or ballet	4

Upper Division	**48 credits**
Dance Composition I,II (DAN 351, 352)	6
Dance Production II (DAN 355)	1
Dance Kinesiology (DAN 360)	4
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
Teaching Dance (DAN 491)	3

Electives (24 credits)

University requirements and electives to complete 180 credits (90 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 advisor.

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 advisors choose options for these requirements that allow the students to pursue personal interests.

With approval from their faculty advisor, 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 BA and BS degrees are explained in the Registration and Academic Policies section of this catalog.

Honors College Program

See the Honors at Oregon section of this catalog for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include (1) 6 credits of independent study in choreography, technical production, or related research leading to the senior honors thesis and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic.

Minor Program

The dance minor is available to undergraduate students who want to combine an interest in dance with a major in another area of study. The minor allows students flexibility in constructing a program of courses to enhance and complement any chosen major.

A minimum of 32 credits are required for the dance minor, including the technique requirement (9 credits), the core curriculum requirements (15 credits), and a minimum of 8 more credits from the studio theory, dance science, and history-humanities areas of study in the dance program. The 32 credits must include 15 upper-division credits. Dance courses applied to the minor must be passed with grades of C- or better. Most upper-division courses have prerequisites, corequisites, or both. Independent study courses, including performance credits in Workshop: Work Rehearsal and Performance (DAN 408), are applicable to Area 3 with faculty consultation and approval.

Minor Requirements 32 credits

Area 1: Technique 9 credits

Dance minors must complete a minimum of 6 credits at the DANC 300 level or higher in modern and/or ballet technique and a minimum of 3 credits in other dance idioms.

Area 2: Core Curriculum	**15 credits**
Looking at Dance (DAN 251)	4
Fundamentals of Rhythm (DAN 252)	3
Dance Production I (DAN 255)	3
Dance Somatics (DAN 256)	3
Dance Improvisation (DANC 271)	1
Dance Production II (DAN 355)	1

Area 3: Upper-Division Courses 8 credits

Student must choose courses from at least two of the three fields listed below.

Studio Theory

Dance Composition I (DAN 351)	3
Dance Composition II (DAN 352)	3
Teaching Dance (DAN 491)	3

Humanities

Dance in Traditional Cultures: Africa: [Topic] (DANC 301)	4
Ballet from the Courts to Balanchine (DAN 453)	3
Evolution of Modern Dance (DAN 454)	3
Music for Dancers (DAN 458)	3

Science

Dance Kinesiology (DAN 360)	4
Scientific Aspects of Dance (DAN 460)	3

Production

Workshop: Work Rehearsal and Performance (DAN 408)	variable credit
Practicum (DAN 409)	variable credit
Repertory Dance Company: Rehearsal (DAN 481)	variable credit
Repertory Dance Company: Touring (DAN 482)	variable credit

Students must take a placement class before enrolling in a technique course at the DAN level. See **Placement of Majors and Minors** in this section of the catalog.

Graduate Studies

The Department of Dance offers master of arts (MA) and master of science (MS) 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 (MFA) degree.
The MFA program requires at least three years of study in residence. Full-time students with adequate undergraduate preparation can complete an MS or MA 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 specific focus for the thesis or final project typically take more than two years to complete an MS or MA 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.

Admission

Department Visit. Applicants for admission are strongly encouraged to visit the dance department during February or March of the preceding academic year. Participation in classes and performance of choreographic excerpts during the visit help the faculty to evaluate applicants and serve to augment the video application. Video applications alone are acceptable in extenuating circumstances. Video applications must be in DVD or in half-inch VHS NTSC-standard format and must clearly show technical, performance, and choreographic proficiencies. For more information, call or write the department.

Application. Students seeking admission to a master's degree program should apply online at the department website. Application for enrollment is open to anyone who has graduated from an accredited college or university and has a 3.00 cumulative undergraduate GPA. A student with a GPA below 3.00 may be admitted upon review of credentials. An official transcript of the student's college record must be submitted to the Graduate School. In addition, applicants must arrange for electronic submission of three letters of recommendation, an up-to-date vita or résumé, 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. All submissions must be electronic.

International students whose native language is not English must earn scores of at least 575 on the Test of English as a Foreign Language (TOEFL).

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 must be addressed at the first opportunity after entering the program.

Graduate Fellowships. Some graduate teaching fellowships (GTFs) are available; applications are available online. Fellowship applicants are strongly urged to visit the department. Applicants who cannot visit must submit a DVD or 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 January 1 for the following fall term. GTF offers are made beginning April 15. Positions remain open until filled.

MA and MS Requirements

A minimum of 54 graduate credits must be completed for an MA or MS degree in dance; at least 30 of these credits must be earned in residence after admission to the graduate program. Candidates for the MA degree must demonstrate proficiency in one second language by submitting evidence of two years of college-level study within the previous seven years or by passing an examination at the university Testing Office, 238 University

Health and Counseling Center Building.
Students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level DAN courses. These 6 credits must be taken for letter grades.

Students must take a minimum of 2 credits in Supervised College Teaching (DAN 602). The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

A final oral thesis defense or terminal project presentation is administered by the student's faculty committee following completion of the thesis or project.

General Master's Degree with Thesis (54 credits)

In addition to the requirements described above, candidates for the general master's degree with thesis must have completed the following undergraduate course work:

	27 credits
Improvisation	2
Dance composition	6
Music for dancers	3
Dance history	6
Dance pedagogy	4
Dance kinesiology	3
Dance production	3

Dance as a discipline at the graduate level requires an understanding of research methodology, theoretical issues, and their practical applications. Required core courses provide this understanding for the student seeking the general master's degree with or without thesis.

Upon consultation with the graduate director, 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)

Dance Literature (DAN 692)

Aesthetic Bases for Dance in Art and Education (DAN 693)

Electives

DAN electives are selected in consultation with the student's advisor.

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 by the end of winter term of the student's second year. These courses, approved by the major advisor, are selected from fields related to the student's research. At least 4 credits must be earned outside the department before beginning the thesis. 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 fields of study related to the program and thesis topic. The chair and at least one member of the committee must be from the Department of Dance. Graduate School requirements are to be followed in the preparation and defense of the thesis. Refer to "Thesis Guidelines," available in the department office, and the *Thesis and Dissertation Style and Policy Manual*, 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 above. The core courses listed above and correction of any undergraduate-level deficiency 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 advisor.

For the student electing the nonthesis option, a project is required in the area of concentration. A proposal must be approved by a project committee representing the area of concentration in dance.

Master's Degree with Emphasis in Dance Science (54 credits)

This option integrates a degree in dance with a second area of specialization in a related science. A bachelor's degree in dance or its equivalent is the preferred background. Graduate students must have completed the following undergraduate course work:

	30 credits
Improvisation	1
Dance composition	6
Music for dancers	3
Dance history	6
Dance pedagogy	4
Human anatomy	3
Dance kinesiology	4
Physiology of exercise	3

A thesis is required for this 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), Dance Literature (DAN 692), Aesthetic Bases for Dance in Art and Education (DAN 693), and research methods or design courses that include

a. quantitative statistics through ANOVA or qualitative research design and methodology

b. computer applications in research

c. an 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.

MFA 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, collaboration, education, history, contemporary issues, and dance science. The program emphasizes modern dance with ballet as a strong supporting area.

Goals

The MFA in dance is designed to develop

- individual creative and scholarly talents, interests, and philosophies that can be used to expand and preserve our cultural heritage
- individuals with the potential to solve contemporary problems in dance and to explore and address new questions and issues
- professional competence in the dissemination of knowledge, including the logical, verbal, and written presentation of aesthetic ideas
- scholarly competence in the organization, evaluation, and interpretation of knowledge
- professional competence as reflected in a significant body of artistic work

Course Work

Theory Core	**24 credits**
Music for Dancers (DAN 558)	3
Supervised College Teaching (DAN 602) (every term during the first year)	3
Seminar (DAN 607) (every term)	9
Research Methods in Dance (DAN 611)	3
Dance Literature (DAN 692)	3
Aesthetic Bases for Dance in Art and Education (DAN 693)	3

Performance and Choreography Core	**35 credits**
Technique laboratory (DAN 594) (every term)	18
Special Problems: Composition (DAN 606)	9
Workshop: Rehearsal and Performance (DAN 508, 608)	8

Electives	**32 credits**
Dance electives include, but are not limited to, course work in production, technique, performance, choreography, dance sciences, dance studies, pedagogy, and collaboration	16-24
Other electives (including at least 8 credits in course work other than dance)	8-16

Terminal Projects	**18 credits**
Thesis (DAN 503)	9
MFA Professional Paper (DAN 613)	9

In addition to earning a minimum of 109 graduate credits, candidates must spend at least three years in residence to complete the degree. Undergraduate proficiencies for the master of fine arts degree are the same as those listed above for the general master's degree with thesis.

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 that achieved in Modern Dance Laboratory (DAN 594). Studio classes taken to prepare for 500-level DAN courses must be passed with letter grades of mid-B or better

Students must achieve unconditional master's classification before they have completed 36 credits of graduate work

2. Students must meet with a graduate advisor 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 must 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 (except DAN 508 and 608) 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. Courses in dance should be completed the first term they are offered during graduate study. Requests for exceptions are considered by members of the faculty after approval by the student's advisor

7. Students must have a GPA of 3.00 or better in course work used to meet the requirements of a master's degree

8. With the exception of Thesis (DAN 503), no more than one incomplete (I) may be earned each term and no more than two each year. Students have one calendar year or less to finish an incomplete, depending on the nature of the course and the instructor's requirements

Introductory Dance Courses (DANC)

DANC courses are open to students who fulfill the prerequisites and meet placement criteria. Introductory Dance Courses do not have prerequisites or placement criteria.
Not all courses can be offered every year. A list of courses offered each term is in the current class schedule. Each course requires payment of a laboratory fee.

101-198 Introductory Dance Courses I (1R) 170 Modern I, **171:** Contact Improvisation, **172:** Ballet I, **175:** Jazz I, **176:** Tap I, **184:** Ballroom I, **185:** African. **R** twice for maximum of 3 credits each.

199 Special Studies: [Topic] (1-5R) Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

201-299 Introductory Dance Courses II (1R) 270: Modern II, **271:** Dance Improvisation, **272:** Ballet II, **275:** Jazz II, **276:** Tap II, **284:** Ballroom II, **285:** African II. **R** twice for maximum of 3 credits each.

301-398 Introductory Dance Courses III (1R) 370: Modern III, **372:** Ballet III, **375:** Jazz III, **376:** Tap III. **R** twice for maximum of 3 credits each.

399 Special Studies: [Topic] (1-5R) Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

Professional Dance Courses (DAN)

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. Generic courses are limited by faculty workload and availability. A list of courses offered each term is in the current class schedule.

198 Workshop: [Topic] (1-2R) Recent topics include Performance, Production Experience, Repertory.

199 Special Studies: [Topic] (1-5R)

251 Looking at Dance (4) Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary United States society. Chatfield, Garner, Kennedy, Mockli.

252 Fundamentals of Rhythm (3) Essential topics in rhythm and dance; how rhythm and dance relate in various cultures with an emphasis on concert modern dance choreography; introduction to the communication of personally created movement to other dancers. Cherry.

255 Dance Production I (3) Introduction to production planning, management, lighting, design, costuming, and publicity for the dance concert. Practical experience in Dougherty Dance Theatre. Craig.

256 Dance Somatics (3) Exploration of patterning in movement. Various body therapies-Bartenieff Fundamentals, ideokinesis, and body-mind centering-provide a framework for experiential investigations. Honka.

301 Dance in Traditional Cultures: Africa: [Topic] (4R) Investigation of origins, meanings, and development of dance culture and related folk arts in selected regions and countries of the world. **R** once for a maximum of 8 credits when topic changes. Honka.

351 Dance Composition I (3) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DAN 252, DANC 271, DANC 370 or above. Craig, Chatfield, Kennedy, Mockli.

352 Dance Composition II (3) Compositional forms in dance. Crafting of movements into studies. Prereq: DAN 351. Craig, Chatfield, Kennedy, Mockli.

355 Dance Production II (1-2R) Extended application of skills and procedures used in producing a concert. Practical backstage work; pre- and postconcert sessions. Prereq: DAN 255. **R** eleven times for maximum of 24 credits. Craig.

360 Dance Kinesiology (4) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Chatfield.

394 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. **R** for maximum of 24 credits.

396 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. **R** for maximum of 24 credits.

401 Research: [Topic] (1-4R)

403 Thesis (1-12R)

404 Internship: [Topic] (1-4R) Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, administration, and dance production. Junior standing required. **R** for maximum of 12 credits.

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

406 Special Problems: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Recent topics include Choreographic Analysis, Contemporary Issues.

408/508 Workshop: [Topic] (1-21R) Topics include rehearsal and performance for department-sponsored events. Prereq: audition for performance experiences.

409 Practicum: [Topic] (1-21R) Current topics are Choreography, Production Design, and Management.

410/510 Experimental Course: [Topic] (1-5R) Recent topics: Neuromuscular Bases of Dance, Topics in Technique, Composition III.

411 Senior Project (3)

412/512 Student Dance Concert (1-6R) Students apply ideas learned about concert choreography, production, and management. In a cooperative venture, students produce dance works in Dougherty Dance Theatre. Prereq: DAN 255, 352. **R** for maximum of 24 credits.

450/550 Choreographer and Composer Workshop (3R) Choreographers and composers collaborate to develop and explore skills for creating work in a supportive laboratory environment. R when topic changes. Prereq: MUS 440 or 640 for music students; DAN 352 or 606 for dance students. Cherry.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Prereq: DAN 251. Kennedy.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on dance in the United States. Prereq: DAN 251. Craig.

458/558 Music for Dancers (3) Surveys musical form, style, and expressive content as it relates to dance. Examines the interrelationship of elements of music and dance in significant works from around the world. Prereq: DAN 252. Cherry.

460/560 Scientific Aspects of Dance (3) Nutrition, biochemistry, anatomy, and physiology explored from the perspective of the dancer and dance training. Personal nutritional and physiologic analyses. Prereq: DAN 360. Chatfield.

480/580 Dance Repertory (2R) Dance rehearsal training for repertory company performance experience. Informal performance at end of term. Coreq: DANC 300 level or above in both ballet and modern. **R** four times for a maximum of 10 credits. Craig, Chatfield, Garner, Honka, Kennedy, Mockli.

481/581 Repertory Dance Company: Rehearsal (1-12R) Creating and rehearsing new or existing material in preparation for local performances and tour. Prereq: audition or application; coreq: DANC 300 level or above in ballet and modern. **R** four times. Chatfield, Craig, Garner, Honka, Kennedy, Mockli.

482/582 Repertory Dance Company: Touring (1-12R) Lecture-demonstrations and formal performances of repertory learned in DAN 481/581. Prerequisite: DAN 481/581; coreq: DANC 300 level or above in ballet and modern. **R** four times.

490/590 Dance Accompaniment (1-3R) Examines technique of communication between the dance teacher and the dance accompanist. Prereq: DAN 252, DANC 271, DAN 394; coreq: DAN 491/591. **R** once for maximum of 6 credits. Cherry.

491/591 Teaching Dance (3) Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Prereq: DAN 252, DANC 271, DAN 394; coreq: DAN 490/590. Craig, Kennedy.

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 MFA Movement Project (1-16R)

613 MFA Professional Paper (1-16R)

692 Dance Literature (3) Introduction to graduate studies in dance through critical reading of literature of theory and practice. Admission to graduate program in dance required.

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.

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Music

C. Brad Foley, Dean
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Eugene OR 97403-1225

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Faculty

D. Tyler Abbott, instructor (double bass, jazz string bass). BM, 1999, Eastern Washington; MM, 2003, Oregon. (2003)

Donald Addison, adjunct instructor (ethnomusicology). BMus, 1965, Oregon; MA, 1971, California, Los Angeles; PhD, 1998, Oregon. (1999)

Barbara Myers Baird, instructor (piano, harpsichord, music appreciation). BMus, 1971, Texas Christian; MMus, Southern Methodist, 1976; DMA, 1988, Oregon. (1986)

Molly Barth, assistant professor (flute). BM, 1997, Oberlin College; Artist Diploma, 2000, Cincinnati; MM, 2003, Northwestern. (2008)

Craig Bender, adjunct instructor (instrument repair). (1999)

Jack Boss, associate professor (theory, composition); summer session coordinator. BMus, 1979, MMus, 1981, Ohio State; PhD, 1991, Yale. (1995)

Andiel Brown, instructor (gospel choirs). BMus, 2008, Oregon. (2008)

David R. Case, instructor (classical guitar). BA, 1979, MA, 1984, Oregon. (1975)

Kwan Leong "Pius" Cheung, assistant professor (percussion). BMus, 2004, Curtis Institute; Artist Diploma, 2006, Boston Conservatory; DMA, 2010, Michigan, Ann Arbor. (2011)

David Crumb, associate professor (composition, theory). BM, 1985, Eastman School of Music; MA, 1991, PhD, 1992, Pennsylvania. (1997)

Michael P. Denny, instructor (guitar, jazz studies). BA, 1992, City College of New York; MA, 1995, Oregon. (1995)

Frank M. Diaz, assistant professor (music education). BME, 1998, Florida State; MM, 2003, South Florida; PhD, 2010, Florida State. (2010)

Rodney Dorsey, associate professor (conducting); director, bands. BME, 1988, Florida State; MM, 1992, DM, 2006, Northwestern. (2013)

Alexandre Dossin, associate professor (piano, piano literature). MFA, 1996, Moscow Tchaikovsky Conservatory; DMA, 2001, Texas, Austin. (2006)

Karen Esquivel, adjunct instructor (opera, voice). BS, 1978, Nebraska, Lincoln; MM, 1990, 2006, DMA, 2009, Florida State. (2011)

C. Brad Foley, professor (saxophone); dean. BA, 1975, Ball State; MM, 1977, DMA, 1983, Michigan. (2002)

Fritz Gearhart, associate professor (violin). BM, 1986, MM 1988, Eastman School of Music. (1998)

Roger Mathew Grant, assistant professor (music theory). BM, 2005, Ithaca College; PhD, 2010, Pennsylvania. (2012)

Eliot Grasso, adjunct instructor (musicology). BA, 2005, Goucher College; MA, 2007, Limerick; PhD, 2011, Oregon. (2011)

Margret Gries, adjunct instructor (musicology. collegium musicum). BA, 1969, Pacific Lutheran; MMus, 1985, Central Washington; PhD, 2012, Oregon. (2012)

Michael Grose, associate professor (tuba, basic music). BM, 1984, MM, 1985, Northwestern. (2001)

Henry Henniger, assistant professor (trombone). BM, 2002, Indiana, Bloomington; MM, 2004, Manhattan School of Music. (2010)

Gary Hobbs, adjunct instructor (jazz drum set). (1998)

Joe Ingram, adjunct instructor (music education). BA, 1977, Seattle Pacific. (2011)
David Jacobs, assistant professor (conducting, orchestra). BM, 2000, Duquesne; MA, 2002, Central Florida; DMA, 2011, Eastman School of Music. (2012)

John Jantzi, adjunct instructor (keyboard skills). Certificat d'études supérieures d'orgue avec mention bien, 1984, Conservatoire de Musique de Geneve; AA, 1974, Hesston; BA, 1978, Seattle Pacific; MM, 1995, PhD, 2002, Oregon. (2002)

Tegan Johnson, adjunct instructor (music education). BMus, 2001, Oregon; MAT, 2006, Oregon State. (2006)

Loren Kajikawa, assistant professor (ethnomusicology). BA, 1999, California, Berkeley; MA 2003, PhD, 2009, California, Los Angeles. (2009)

Winifred Kerner, instructor (keyboard skills). BA, 1978, MA, 1980, Wesleyan; MM, 1982, Michigan. (1999)

Tobias Koenigsberg, associate professor (jazz piano, jazz studies); associate director, jazz studies. BM, 1998, Oregon; MM, 2003, Eastman School of Music. On leave winter 2014. (2003)

Dean F. Kramer, professor (piano). BMus, 1973, Oberlin Conservatory; MMus, 1976, DMA, 1992, Texas, Austin. (1983)

Lori Kruckenberg, associate professor (musicology). BA, 1985, Bethany (Kansas); MA, 1991, PhD, 1997, Iowa. (2001)

Robert Kyr, Philip H. Knight Professor of Music (composition, theory); director, Pacific Rim Gamelan, Vanguard Concert Series, Music Today Festival. BA, 1974, Yale; postgraduate certificate, 1976, Royal College of Music; MA, 1980, Pennsylvania; PhD, 1989, Harvard. (1990)

Donald R. Latarski, instructor (jazz and blues guitar). BS, 1979, Oregon. (1984)

Mark Levy, senior instructor (ethnomusicology, world music). BA, 1969, Chicago; MA, 1978, PhD, 1985, California, Los Angeles. (1986)

Kathryn Lucktenberg, professor (violin, chamber music). BM, 1980, Curtis Institute. (1993)

Terry McQuilkin, adjunct instructor (composition). BM, 1977, MM, 1979, Southern California; DMA, 1995, Oregon. (2002)

Brian McWhorter, associate professor (trumpet). BMus, 1998, Oregon; MM, 2000, Juilliard. (2006)

Eric Mentzel, associate professor (voice, diction, collegium musicum). BM, 1980, Temple; MFA, 1983, Sarah Lawrence. (2002)

Lance Miller, adjunct instructor (audio recording); recording engineer. AA, 1982, Mt. Hood Community. (1998)

Christopher Olin, instructor (choral music education). BME, 2000, Nevada; MMus, 2008, Oregon. (2008)

Stephen W. Owen, Philip H. Knight Professor of Music (jazz studies); director, jazz studies. BMusEd, 1980, North Texas State; MMus, 1985, Northern Colorado. (1988)

Timothy Pack, instructor (theory, musicianship). BA, 1993, Huntingdon College; MM, 1998, Westminster Choir College, Rider; PhD, 2005, Indiana, Bloomington. (2005)

Phyllis M. Paul, associate professor (music education); associate dean; director, undergraduate studies. BME, 1983, Lenoir-Rhyne; MME, 1990, PhD, 2003, Florida State. (2003)

Sharon J. Paul, professor (choral conducting). BA, 1978, Pomona; MFA, 1981, California, Los Angeles; DMA, 1984, Stanford. (2000)

Timothy A. Paul, associate professor (bands); associate director, bands. BM, 1983 Lenoir-Rhyne; MM, 1989, Florida State; DMA, 2006, Colorado. (2004)

Melissa Peña, assistant professor (oboe, music appreciation). BM, 1996, Illinois, Urbana-Champaign; MM, 1998, Missouri, Kansas City. (2012)

Steven Pologe, professor (cello, chamber music). BM, 1974, Eastman School of Music; MM, 1978, Juilliard School. (1993)

Robert D. Ponto, associate professor; assistant dean, admissions, recruiting. BME, 1979, Wisconsin, Eau Claire; MM, 1985, Michigan, Ann Arbor. (1992)

David Riley, associate professor (collaborative piano). BM, 1992, Ithaca College; MM, 1995, Cleveland Institute of Music; DMA, 2000, Eastman School of Music. (2004)

Stephen Rodgers, associate professor (music theory, musicianship). MPhil, 2001, PhD, 2005, Yale. (2005)

Michael Rogers, adjunct instructor (music theory). BMus, 1963, MMus, 1964, Illinois, Urbana-Champaign; PhD, 1977, Iowa. (2010)

Douglas Scheuerell, adjunct instructor (tabla). BMus, 1971, Wisconsin, Madison. (1993)

Idit Shner, associate professor (saxophone, jazz studies). BM, Oklahoma City; MM, Central Oklahoma; DMA, 2007, North Texas. (2005)
Marian Elizabeth Smith, professor (musicology). BA, 1976, Carleton; BMus, 1980, Texas, Austin; PhD, 1988, Yale. (1988)

ElRay Stewart-Cook, adjunct instructor (musicology). BA, 1981, MA, 1985, DMA, 1991, Oregon. (1999)

Jeffrey Stolet, professor (music technology, intermedia collaboration); director, Future Music Oregon, CPU Concert Series. BMus, 1977, MMus, 1979, New Mexico; PhD, 1984, Texas, Austin. (1988)

Leslie Straka, professor (viola, chamber music); director, Community Music Institute. BM, 1976, MMus, 1978, DMA, 1987, Arizona State. (1987)

Ann Tedards, professor (voice, diction, pedagogy); associate dean; director, graduate studies. AB, 1970, Sweet Briar; MM, 1972, North Carolina, Chapel Hill; DMA, 1997, Peabody Conservatory of Music, Johns Hopkins. (1987)

Chet Udell, instructor (music technology, music appreciation). BM, 2005, Stetson; MM, 2008, PhD, 2012, Florida. (2012)

Steve Vacchi, professor (bassoon, chamber music). BM, 1990, Eastman School of Music; MM, 1993, Hartt School; DMA, 1997, Louisiana State. (2000)

Lydia Van Dreel, associate professor (horn). BM, 1991, Wisconsin, Madison; MM, 1993, Juilliard. (2006)

Marc Vanscheeuwijck, associate professor (musicology, collegium musicum). BA, 1982, MA, 1984, PhD, 1995, Ghent. On leave fall 2013. (1995)

Milagro Vargas, professor (diction, pedagogy, voice). BM, 1977, Oberlin Conservatory; MM, 1981, Eastman School of Music. (1992)

Claire L. Wachter, associate professor (piano pedagogy, piano). BM, 1975, Peabody Conservatory; MM, 1977, DMA, 1993, Texas, Austin. (1991)

Nathan Waddell, adjunct instructor (music history). AA, 1980, Lane Community; BMus, 1984, MMus, 1995, Oregon. (2002)

W. Sean Wagoner, instructor (percussion, music appreciation, scoring). BMus, 1994, MMus, 1997, DMA, 2001, Oregon. (2001)

Laura Decher Wayte, adjunct instructor (voice). BA, 1990, Vermont; MM, 1996, San Francisco Conservatory of Music. (2007)

Lawrence Wayte, adjunct instructor (musicology). BA, 1985, Wesleyan; MA, 1999, San Francisco State; PhD, 2007, California, Los Angeles. (2008)

Lillian Wells, instructor (string pedagogy); assistant director, Community Music Institute. BA, 2005, Oregon; MM, 2007, Hartt School. (2009)

Eric Wiltshire, associate professor (instrumental music education); assistant director, bands. BA, 1991, San Jose State; MA, 1994, Washington State; PhD, 2006, Washington (Seattle). (2006)

Carl Woideck, senior instructor (jazz history, rock music history, blues history). BMus, 1981, MS, 1989, Oregon. (1996)

Juan Eduardo "Ed" Wolf, acting assistant professor (ethnomusicology). BA, BS, 1993, Notre Dame; MS, 1995, Northwestern; MA, 2007, Indiana, Bloomington. (2013)

Laura Zaerr, adjunct instructor (harp). BMus, 1984, Oregon; MM, 1986, Eastman School of Music. (2001)

Emeriti

Wayne Bennett, professor emeritus. BME, 1968, Oklahoma State; MM, 1969, PhD, 1974, North Texas. (1978)

Peter Bergquist, professor emeritus. BS, 1958, Mannes College; MA, 1960, PhD, 1964, Columbia. (1964)

Leslie T. Breidenthal, professor emeritus. BS, 1948, MA, 1949, Columbia; AMusDoc, 1965, Michigan. (1967)

Richard G. Clark, associate professor emeritus. BS, 1964, MA, 1971, Oregon; DMA, 1977, Washington (Seattle). (1982)

David P. Doerksen, associate professor emeritus. BME, 1956, Willamette; MM, 1969, Southern California; DMA, 1972, Oregon. (1983)

John Hamilton, professor emeritus. AB, 1946, California, Berkeley; MMus, 1956, DMA, 1966, Southern California. (1959)

J. Robert Hladky, professor emeritus. BMus, 1950, Oklahoma State; MMus, performer's certificate, 1952,

AMusDoc, 1959, Eastman School of Music. (1961)
Robert I. Hurwitz, professor emeritus. AB, 1961, Brooklyn; MMus, 1965, PhD, 1970, Indiana. (1965)

Gary M. Martin, professor emeritus. BA, 1961, MA, 1963, Adams State; PhD, 1965, Oregon. (1966)

James A. Miller, professor emeritus. BA, 1952, Goshen; MMus, 1956, AMusDoc, 1963, Michigan. (1965)

J. Robert Moore, professor emeritus. BMusEd, 1961, MMus, 1962, Tulsa; DMA, 1980, Eastman School of Music. (1975)

Randall S. Moore, professor emeritus. BA, 1963, MA, 1965, Oregon; PhD, 1974, Florida State. (1974)

Harold Owen, professor emeritus. BMus, 1955, MMus, 1957, DMA, 1972, Southern California. (1966)

George W. Recker, associate professor emeritus. Former principal trumpet, Kennedy Center Opera House Orchestra, Florida State University, George Peabody College, 1964-69. (1983)

H. Royce Saltzman, professor emeritus. BA, 1950, Goshen; MMus, 1954, Northwestern; DMA, 1964, Southern California. (1964)

Victor Steinhardt, professor emeritus. BMus, 1964, Mount St. Mary's; MA, 1967, California, Los Angeles. (1968)

Stephen Stone, associate professor and assistant dean emeritus. BS, 1949, MS, 1956, DMA, 1971, Oregon. (1976)

Richard Trombley, associate professor emeritus. BS, 1961, Juilliard School; MMus, 1962, Manhattan School; DMA, 1977, Stanford. (1963)

Monte Tubb, associate professor emeritus. BA, 1956, Arkansas; MA, 1960, Indiana. (1966)

Mary Lou Van Rysselberghe, senior instructor emerita. BMus, 1956, MMus, 1976, Oregon. (1977)

Jeffrey Williams, professor emeritus. BMus, 1965, North Texas; MS, 1966, Illinois; DMA, 1974, North Texas. (1980)

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

Participating

John Fenn, arts and administration

Ann B. Shaffer, library

About the School

Facilities

The School of Music and Dance's five-unit building complex includes the 540-seat Beall Concert Hall, acclaimed for its superb acoustics; separate band, choir, and orchestra rehearsal rooms with support facilities; practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.

In 2008, two new wings were added to the MarAbel B. Frohnmayer Music Building, containing state-of-the-art, acoustically isolated teaching studios, classrooms, and practice rooms. The Leona DeArmond Academic Wing provides studios for the Suzuki Strings Program, a music education teaching laboratory, twenty-eight teaching studios, classrooms, and practice rooms. The Thelma Schnitzer Performance Wing contains a symphony-size rehearsal hall, dedicated rehearsal spaces for jazz and percussion studies, a recording studio, and additional practice rooms. Significant renovations were also made to the existing facilities.

Collier House-the second-oldest building on the UO campus-has been added to the list of the school's facilities. Built in 1885-86 by the Collier family, it is a rare example of a late Victorian house in bracketed style, with an Italianate-style interior popular in the Northwest in the late 1800s. Both the house and grounds are listed on the Inventory of Historic Sites and Structures. It has been a residence for a university president and a chancellor, a faculty club, a restaurant, and a meeting house-pub. In August 2004, music history faculty offices and the Early Music Program were moved to Collier House. A variety of courses, seminars, meetings, recitals, and programs are held there.

Music Services, located on the third floor of Knight Library, contains more than 41,000 recordings and 1,000 serials, including composers' complete works, music reference resources, current and bound periodicals, interactive music CD-ROM programs, and a collection of more than 27,000 books and 51,000 cores. The Douglass Listening Room holds recordings (LPs, cassettes, and compact disks). Facilities include listening carrels with remote-control capability, individual listening rooms, and two group-listening rooms. The score and record collections' strengths include music by Oregon composers, women composers, and contemporary

publications provided by approval plans for recently published North American and European scores. The book collection includes a large German-language collection as well as standard music resources and most university press publications. Reference service to the collection is provided by Music Services. The complete music and recording collections are included in the UO Libraries online catalog, libweb.uoregon.edu.
The School of Music and Dance houses two pipe organs, including a nationally recognized organ by Jurgen Ahrend of East Friesland, Germany-a concert instrument unique in America-and a two-manual tracker organ by David Petty and Associates. Two of the five harpsichords available for student use are French doubles by William Dowd. The others are a German double by Keith Hill, an Italian by Owen Daly, and a Zuckerman single harpsichord. Other keyboard instruments include five Steinway concert grand pianos, one clavichord, pianos in each classroom and practice room, and a modern group piano laboratory featuring Clavinova digital keyboards.

Five studios facilitate electroacoustic and new-media creation. The main studio also serves as a classroom and performance space for sonic and videographic realization. The smaller studios are designed as learning environments utilizing smaller instrumental configurations, fully compatible with the main facility. The components in the various studios include a Sony DMX-R100 digital audio mixer, multiple Yamaha digital mixers, Symbolic Sound Kyma systems, and Pro Tools systems. In addition, the studios provide the Bias Peak digital audio editing software and the Max/MSP/Jitter programming environment. A battery of game controllers and infrared controlling devices are also available. An eight-channel Tannoy monitoring system complements the large studio.

The university owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.

The Pacific Rim Gamelan performs on the beautiful instruments of Gamelan Suranadi Sari Indra Putra, donated to the school in 1986 by John and Claudia Lynn of Eugene. The ensemble is a multicultural composing and performing orchestra, and works composed by its members use instruments from around the world as well as gamelan instruments.

Kyai Tunjung Mulya ("Noble Lotus Blossom") is a complete central Javanese court gamelan orchestra, consisting of more than eighty iron, brass, bronze, teak, and bamboo instruments. Classes and workshops in Javanese gamelan music are taught periodically by visiting musicians from Indonesia.

The Kammerer Computer Laboratory offers students the opportunity to become familiar with a variety of mainstream software for music notation as well as instructional software in music theory and aural skills. Other resources in the lab include MIDI (musical instrument digital interface), sound-generating and sequencing software programs; access to the Internet; e-mail; Microsoft Office applications; and Adobe graphic editing programs for academic use, exploration, and development of computer skills. The lab is equipped for digital audio editing. Our current software listing is Max/MSP, Microsoft Office, Apple Logic Studio, Apple Final Cut, Finale, and Sibelius.

Concerts and Recitals

More than 300 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music and Dance faculty (Faculty Artist Series), and more than thirty student ensembles. Other regularly scheduled concerts include performances by internationally famous artists sponsored by the Chamber Music at Beall series and the World Music Series.

Hosted events include the Northwest Percussion Festival, Northwest Horn Society regional symposium, International Tuba Euphonium Association Northwest regional conference, American Liszt Society Festival, Northwest Suzuki Institute summer camp, Community Music Institute recitals, Carl Orff workshops, three high school summer music camps, and lectures from Robert M. Trotter visiting professors.

The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and hold workshops in which they read, rehearse, and record music composed for them by members of the Composers Forum.

The biennial Music Today Festival, founded and directed by Robert Kyr, is a series of concerts and cultural events that celebrates 20th- and 21st-century music from around the world. The festival features regional performers and ensembles as well as internationally renowned artists.

Jazz concerts and workshops by prominent artists offer opportunities for university students to perform. The Jazz Studies Program hosts the Oregon Jazz Celebration, an annual weekend festival that includes workshops for middle school, high school, and college jazz ensembles.

Since 1969, the School of Music and Dance has hosted the annual Oregon Bach Festival during a two-week period in late June and early July. The festival, founded by Helmuth Rilling and Royce Saltzman and now under artistic director and conductor Matthew Halls, combines an educational program in choral music for academic

credit with the offering of some fifty public concerts and events. While the focus is Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from around the world are featured with the festival chorus and orchestra. Every other year the School of Music and Dance offers a Composers Symposium in conjunction with the Oregon Bach Festival.
THEME (Theory, History, Ethnomusicology, Music Education)-a group of faculty members and graduate students interested in music research-meets three or four times a term on Friday afternoons to share the results of ongoing or recently completed research, to discuss the profession of teaching and research, and to hear guest speakers. Some recent guests are Anne Azéma, Michael Broyles, Thomas Christensen, Robert Duke, Allen Forte, Robert Gjerdingen, Douglas Hofstadter, Andrew Homzy, Vijay Iyer, Mark Johnson, Harald Krebs, Barbara Lundquist, Henry Martin, Margarita Mazo, Susan McClary, Ingrid Monson, Bruno Nettl, Alejandro Planchart, Harold Powers, Katharine Preston, Jihad Racy, Carl Schachter, Christopher Smith, Joseph Straus, Steven Strunk, Michael Tenzer, Alan Walker, and Keith Waters.

Student Organizations

The professional music fraternity, Mu Phi Epsilon, and the Kappa Kappa Psi band fraternity maintains chapters at the University of Oregon. There is also an active collegiate chapter of the National Association for Music Education.

Ensembles

University Symphony Orchestra, Chamber Choir, Oregon Wind Ensemble, Oregon Jazz Ensemble, Oregon Symphonic Band, University Singers, Women's Choir, Men's Choir, Opera Ensemble, Repertoire Singers, Campus Band, Campus Orchestra, Oregon Marching Band, Green Garter Band, Yellow Garter Band, Oregon Basketball Band, Oregon Percussion Ensemble, University Percussion Ensemble, Trombone Choir, Jazz Guitar Ensemble, Brass Ensemble, Jazz Laboratory Bands, small jazz ensembles, University Gospel Ensemble, University Gospel Choir, Gospel Singers, Pacific Rim Balinese Gamelan, Javanese Gamelan, Celtic Ensemble, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to qualified students.

The Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of Renaissance, baroque, and classical music, using the school's collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these ensembles complement school courses in history, criticism, and performance-practice studies.

Financial Assistance

See the **Student Financial Aid and Scholarships** section of this catalog for complete information about financial aid, including loans.

Scholarships

The University of Oregon School of Music and Dance gratefully acknowledges the generous contributions of individuals, foundations, businesses, and organizations that have established named endowed and annual scholarships for the benefit of music and dance students. More than $500,000 is awarded annually in music scholarships. While a large portion of them are allocated for undergraduate study, limited scholarship funding is also available for graduate students. Information on music scholarships is available from the Music Undergraduate and Music Graduate offices of the School of Music and Dance, on the school's website, or by telephone, 541-346-1164 or -5664.

Admitted undergraduate and graduate music majors are eligible for scholarships, which may be granted for more than one year. Most music awards are given on the basis of musical achievement and academic accomplishment. Some are given on the basis of financial need. To determine scholarship recipients, the music and dance faculty relies on the applicant's academic record, application file, and an audition. The audition should be in person if possible, but by CD, DVD, cassette tape, or video recording when necessary.

Graduate Teaching Fellowships

A limited number of Graduate Teaching Fellowships are available to admitted graduate music and dance majors. In addition to the fellowship stipend, tuition and health insurance coverage is paid by the university. For more information, applicants should contact the Music Graduate Office at 541-346-5664 or the Department of Dance at 541-346-3386.

Fees

The fee for private performance studies (studio instruction) is $75 per credit, per term. An additional maintenance fee of $25 per term is applied for harpsichord, organ, and classical percussion.

Students must register for at least 2 credits of performance study. The number of lessons per term is determined in consultation with the instructor. Typically, it is one less than the number of weeks of instruction in the term.

Other Fees (per term)	Dollars
Ensemble fee	25
Rental of university instruments is based on use and value-maximum fee	20-60
Short-term instrument rental (per week)	10
Summer instrument rental	60
Percussion studies instrument fee	25
MIDI music lab course fee	75
Audio recording lab course fee	75
Use of electronic studio course fee	85
Use of organs and harpsichords	25
Music education course fee	25
Keyboard skills course fee	10
Oregon Marching Band uniforms and equipment fee	45-60

A student who needs an accompanist is typically charged a fee by the accompanist.

Performance Studies

Courses in performance studies are listed with the MUP subject code. MUP courses fall into two general categories:

Basic and intermediate performance studies (MUP 100-162). Fee required

Performance Studies (MUP 170-191, 271-291, 341-361, 371-391, 471-491, 611-631, 641-661, 670-691, 741-761, 771-791). Fee required

Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration. Auditions also precede advancement from one level to another.

Performance studies courses carry 2 to 4 credits a term. Students giving recitals must be enrolled in performance studies and may enroll in Reading and Conference (MUS 405 or 605) during the term of the recital. The number of credits, up to 4, for Reading and Conference is determined by the instructor. Prerecital hearings are required to evaluate the student's readiness for public performance. After the recital, a faculty evaluation is required. If approval is given, the recital is formally acknowledged as a fulfilled degree requirement.

Enrollment in performance studies is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. Students who are not assigned to a faculty member may study with a graduate teaching fellow for credit at extra cost.

Details concerning levels, repertory, and other matters are available upon request.

Piano studies students at the MUP 171 level or above have an accompanying requirement described under Ensemble Requirement.

General Procedures and Policies

Students are responsible for knowing about degree requirements and university and School of Music and Dance procedures and policies. This information is found in several sections of this catalog, including About the School, earlier in this section of the catalog. See also the Registration and Academic Policies and Graduate

School sections.

Undergraduate Studies

Nonmajors

Courses

The School of Music and Dance offers nonmajors a variety of music courses and performance ensembles. See course listings for details. The following courses, which are open to students who haven't had musical instruction, satisfy some of the university's general-education requirements. See Group Requirements and Multicultural Requirement in the Registration and Academic Policies section of this catalog.

Understanding Music (MUS 125)

Rock History, 1950-1970 (MUS 264)

Rock History, 1965 to Present (MUS 265)

History of the Blues (MUS 270)

First Nights in American Music (MUS 280)

Music of the Woodstock Generation (MUS 281)

American Ethnic and Protest Music (MUS 349)

History of Jazz, 1900-1950 (MUJ 350)

History of Jazz, 1940 to Present (MUJ 351)

The Music of Bach and Handel (MUS 351)

Survey of Opera (MUS 353)

Innovative Jazz Musicians (MUS 356)

Music in World Cultures (MUS 358)

Music of the Americas (MUS 359)

Hip-Hop Music: History, Culture, Aesthetics (MUS 360)

The Beatles and Their Times (MUS 363)

Introduction to Ethnomusicology (MUS 451)

Musical Instruments of the World (MUS 452)

Folk Music of the Balkans (MUS 453)

Music of India (MUS 454)

Native American Music (MUS 457)

Celtic Music (MUS 458)

African Music (MUS 459)

Music and Gender (MUS 460)

On occasion, courses are offered under Special Studies (MUS 199), Seminar (MUS 407), and 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.

Workshop: Opera (MUS 198)

East European Folk Ensemble (MUS 390, 690)
Collegium Musicum (MUS 391, 691)

Chamber Ensemble-Brass Ensemble, Celtic Ensemble, Jazz Guitar Ensemble, Studio Guitar Ensemble, Trombone Choir, Tuba Euphonium Ensemble, Oregon Percussion Ensemble, University Percussion Ensemble, other ensembles as needed (MUS 394, 694)

Band-Oregon Wind Ensemble, Oregon Symphonic Band, Campus Band, Oregon Marching Band, Green Garter Band, Yellow Garter Band, Oregon Basketball Band (MUS 395, 695)

Orchestra-University Symphony Orchestra, Campus Orchestra (MUS 396, 696)

Chorus-Chamber Choir, University Singers, Women's Choir, Men's Choir, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, Gospel 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)

Opera Workshop (MUS 398, 698)

Workshop: Javanese Gamelan (MUS 408/508)

Balinese Gamelan (MUS 490/590)

Minor Requirements

The School of Music and Dance offers a minor in music. The minor 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

Electronic or Computer Music Applications. Elements of Electronic Music (MUS 227), Digital Audio and Sound Design (MUS 447), Digital Audio Workstation Tech I (MUS 476), Audio Recording Techniques I (MUS 480)

Jazz and Popular Music. Popular Musics in Global Context (MUS 250), Rock History, 1950-1970 (MUS 264), Rock History, 1965 to Present (MUS 265), History of the Blues (MUS 270), First Nights in American Music (MUS 280), Music of the Woodstock Generation (MUS 281), American Ethnic and Protest Music (MUS 349), History of Jazz, 1900-1950 (MUJ 350), History of Jazz, 1940 to Present (MUJ 351), Innovative Jazz Musicians (MUS 356), Hip-Hop Music: History, Culture, Aesthetics (MUS 360), The Beatles and Their Times (MUS 363), Film: Drama, Photography, Music (MUS 380)

Performance and Ensemble. A maximum of 6 credits may be applied to the minor, chosen from any combination of courses in performance studies (MUP) or performance ensembles (MUS 394-397).

Science of Music. Physics of Sounds and Music (PHYS 152), Music and the Brain (PSY 348), Psychology of Music (MUE 447)

Theory. Understanding Music (MUS 125), Basic Guitar Theory (MUS 129), or as much as three terms of each of the following series: 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), 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), Native American Music (MUS 457), Celtic Music (MUS 458), African Music (MUS 459), Popular Musics in the African Diaspora (MUS 462)

Other music courses may be approved by petition to the undergraduate committee.

Music Major Programs

A detailed checklist of requirements for each degree is available online and in the undergraduate office in the Frohnmayer Music Building.

Bachelor's Degrees Offered

Bachelor of Arts (BA) in Music

- General Music
- Music History and Literature
- Music Theory

Bachelor of Science (BS) in Music

- General Music
- Music Technology

Bachelor of Music (BMus)

- Jazz Studies
- Music Composition
- Music Education
- Music Performance
- Preteacher Licensure

Students who want strong preparation in music should work toward the bachelor of music degree. 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.

Admission

Students who are eligible for admission to the university may apply to the School of Music and Dance for admission as music majors.

Auditions

In most degree programs, the audition is the single most important factor in determining admission to the School of Music and Dance. Applicants to all music degree programs must audition or submit a recorded audition as part of the admission process. Students who submit a recorded audition are required to audition in person upon arrival on campus. Auditions for admission are held in February each year or by appointment. Each student who auditions for admission is automatically considered for a music scholarship. For more detailed information about repertory and procedure, visit the School of Music and Dance website.

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.

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. The transfer placement examination determines the appropriate core courses for students who have some college-level study in music.

Admission to a Specific Degree Program

Initial admission to the School of Music and Dance is as a music major. The only exception is for jazz studies majors, who, upon acceptance, are admitted into the music: jazz studies degree program. Students who want to enter the music technology program must submit a music technology portfolio.

Official admission to one of the degree programs listed below occurs after the student successfully completes two years of core studies. Procedures and requirements for admission to specific degree programs in the School of Music and Dance vary significantly. Details are available from the undergraduate office. A brief summary follows:

Composition (BMus). Successful completion of Composition I (MUS 240, 241, 242) with grades of B- or better.
Music-Music History and Literature Option (BA). Submit research paper and unofficial transcript to the musicology faculty; complete an interview with a member of that faculty. Before admittance to the program, one music history course must be taken in residence with a musicology faculty member and passed with a grade of B- or better.

Music-Music Theory Option (BA). Submit research paper and unofficial transcript to the theory faculty; complete an interview with a member of that faculty. Before admittance to the program, the second-year music theory core (theory, aural skills, keyboard skills) must be taken in residence and passed with grades of B- or better.

Music-Technology Option (BS). Three audio recordings of recent compositions (cassette, DAT, or CD formats)-candidates who have completed MUS 447, 448 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.

Music: Preteacher Licensure (BMus). Successful completion of Foundations of Music Education (MUE 326) with grade of mid-B or better. Application to degree program, audition, interview. Students who have not made satisfactory progress may apply one time only.

Performance-Brass (BMus). Successful jury to the MUP 386, 387, 388, 389, or 390 level.

Performance-Strings (BMus). Successful jury to the MUP 375, 376, 377, or 378 level.

Performance-Voice (BMus). Successful jury to the MUP 374 level and permission to present junior recital.

Program Requirements

Ensemble Requirements

For every term of enrollment in performance studies, students also 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.

Ensembles that satisfy this requirement for instrumental majors are the University Symphony Orchestra, Oregon Wind Ensemble, and Oregon Symphonic Band. For voice majors, University Singers, Chamber Choir, Repertoire Singers, Opera Ensemble, Men's Choir, and Women's Choir satisfy the requirement. 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. 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).

After the student completes the following procedure, exceptions may be considered by the ensemble personnel committee :

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete a petition
3. Return the petition to the undergraduate office

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: Accompanying (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 a large conducted ensemble

Each major requires a specific number of terms of ensemble. Some majors require participation in specific ensembles.

General Requirements

In addition to the general university requirements for bachelor's degrees (see the Registration and Academic Policies section of this catalog), all undergraduate degrees in music require the following:

Core Courses	**credits**
Music Theory I,II,III (MUS 131, 132, 133)	6
Aural Skills I,II,III (MUS 134, 135, 136)	6
Keyboard Skills I,II,III (MUS 137, 138, 139)	3
Guided Listening (MUS 168) (optional)	1
Music Theory IV,V,VI (MUS 231, 232, 233)	6
Aural Skills IV,V,VI (MUS 234, 235, 236)	6
Keyboard Skills IV,V,VI (MUS 237, 238, 239)	3
Survey of Music History (MUS 267, 268, 269)	12
One or two terms of Analysis (MUS 327)	3-6
Music in World Cultures (MUS 358)	4
Student forum (attendance at thirty forums during the student's undergraduate career)	

Students must pass a musical repertoire identification examination before enrolling in MUS 267, 268, 269. Guided Listening (MUS 168) is offered as an aid to passing the examination.

Satisfactory Progress toward the Degree

Satisfactory progress toward the degree is monitored every term by the director of undergraduate studies.

Majors must earn a C- or better in every course-including courses taken outside the School of Music and Dance-required for their degree program.

Students are allowed two attempts to earn a grade of C- or better in any course required for a music major. A student who receives a grade of D+ or lower or a mark of W (withdrawal) or I (incomplete) for a required course is placed on probation. Probationary status must be removed by the end of the next term in which the course is offered. Any student who fails to fulfill this probation contract is dropped from the major.

Students who have been in residence for two years but have not successfully completed the two-year core are placed on probation as music majors. If these courses have not been completed by the end of the third year, the student is suspended from the major. Reinstatement to the major occurs automatically once the courses have been successfully completed.

Candidates for a BMus in jazz studies, music performance, or preteacher licensure must advance to the next performance level at least once every five terms.

Undergraduate music majors reenrolling after two or more consecutive terms of nonenrollment (excluding summer session) are required to reaudition for MUP-level placement as a music major and may be required to take placement exams in theory, aural skills, and keyboard skills. Students studying abroad or in an approved exchange program are exempt from the reaudition requirement. In addition, undergraduate majors admitted to a specific degree program prior to being nonenrolled for two or more consecutive terms may also be required to reapply for admittance to that specific degree program by their major department or area.

Typical First-Year Program

Fall Term	**15 credits**
Music Theory I (MUS 131)	2
Aural Skills I (MUS 134)	2
Keyboard Skills I (MUS 137)	1

Music in World Cultures (MUS 358)	4
Ensemble (MUS 395, 396, or 397)	2
Performance Studies (studio instruction)	4

Winter Term	**16 credits**
Music Theory II (MUS 132)	2
Aural Skills II (MUS 135)	2
Keyboard Skills II (MUS 138)	1
Guided Listening (MUS 168)	1
Ensemble (MUS 395, 396, or 397)	2
Performance Studies (studio instruction)	4
College Composition I (WR 121)	4

Spring Term	**15 credits**
Music Theory III (MUS 133)	2
Aural Skills III (MUS 136)	2
Keyboard Skills III (MUS 139)	1
Ensemble (MUS 395, 396, or 397)	2
Performance Studies (studio instruction)	4
College Composition II or III (WR 122 or 123)	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

BA 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 advisor, 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 advisor for details and procedure

Music History and Literature Option	**credits**
Three terms of Performance Studies (MUP 171 or higher)	3-9
History of Western Art I,II,III (ARH 204, 205, 206)	12
Two terms of Reading and Conference (MUS 405)	6
Two terms of Senior Project (MUS 499)	6

Three upper-division music literature courses or seminars	12

Music Theory Option	**credits**
Six terms of Performance Studies	6-18
Three terms of Ensemble	6-12
Three terms of Analysis (MUS 327)	9
Counterpoint (MUS 433, 434, 435)	12
Choose three from Schenkerian Analysis (MUS 430, 431); Post-Tonal Theory I,II (MUS 416, 417)	9
Two from Composition I (MUS 240, 241, 242), Jazz Theory (MUJ 270), Scoring for Voices and Instruments (MUS 439), Computer Music Applications (MUS 446), Digital Audio and Sound Design (MUS 447), Interactive Media Performance (MUS 448)	8
One from Music of the Americas (MUS 359), ethnomusicology courses (MUS, 451-454, 458, 460, 462), music literature courses (MUS 464-475)	4
Two terms of Senior Project (MUS 499)	6

Demonstrated proficiency in piano (MUP 271) or three terms of piano performance (MUP 171) with grades of C- or better
A total of at least 121 music credits, including electives and required courses

College Composition III (WR 123) strongly recommended

Bachelor of Science

BS 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 advisor 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	6-12
Ensemble: at least three terms	3-6
Digital Information Processing (CIS 110)	4
Web Programming (CIS 111)	4
Multimedia on the Web (CIS 115)	4
Introduction to Programming and Algorithms (CIS 122)	4
Physics of Sound and Music (PHYS 152)	4
Advanced Electronic Composition (MUS 445)	12
Computer Music Applications (MUS 446)	3
Digital Audio and Sound Design (MUS 447)	4
Interactive Media Performance (MUS 448)	3
Digital Audio Workstation Tech I,II,III (MUS 476, 477, 478)	9

Audio Recording Techniques I,II (MUS 480, 481)	6
Choose at least 20 credits from Composition I,II,III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442), Analysis (MUS 327), History of Jazz, 1900-1950 (MUJ 350), History of Jazz, 1950 to Present (MUJ 351), Schenkerian Analysis (MUS 430, 431), Counterpoint (MUS 433, 434, 435), Advanced Electronic Composition (MUS 445), History of Opera (MUS 474, 475), additional performance studies, additional ensembles, courses in the music of other cultures	20
Senior project completed under faculty guidance. Enroll in Senior Project (MUS 499); consult advisor for details and procedure	3-9

Candidates for the music technology option of the BS in music are not required to take MUS 327 (listed under **General Requirements**).

Bachelor of Music

BMus in Music: Jazz Studies

Candidates for the BMus in music: jazz studies are not required to take the following core courses (listed under **General Requirements**): MUS 234, 235, 236, 237, 238, 239, 327.

	credits
Small Jazz Ensemble (MUJ 395), nine terms	15
Three terms of classical chamber ensemble, band, orchestra, or chorus (MUS 394, 395, 396, 397)	3-6
Jazz Performance Laboratory (MUJ 180, 181, 182)	6
Performance Studies (Studio Instruction, jazz) (MUP 171 or higher, including three terms of MUP 271 or higher)	12
Performance Studies (Studio Instruction, classical) (MUP 271)	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
Introduction to Conducting (MUS 384)	2
Jazz Repertoire I,II,III (MUJ 474, 475, 476)	9
Advanced Jazz Repertoire I,II,III (MUJ 477, 478, 479) or Advanced Jazz Arranging I,II,III (MUJ 483, 484, 485)	9
Jazz Arranging I,II,III (MUJ 480, 481, 482)	9
Electives-suggested courses include Analysis (MUS 327), Workshop: Recording Techniques (MUS 408), Electronic Music Techniques I (MUS 443), Computer Music Applications (MUS 446)	20

Senior recital: consult jazz studies advisor for details

Continuation in the jazz studies program requires successful completion of sophomore and junior proficiency examinations

A total of at least 125 music credits including electives and required courses

BMus 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
Introduction to Conducting (MUS 384)	2

Schenkerian Analysis (MUS 430, 431)	6
Advanced Schenkerian Analysis (MUS 432)	3
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

BMus in Music: Preteacher Licensure

	credits
Introduction to Lyric Diction (MUS 155, 156)	4
Foundations of Music Education (MUE 326)	3
Child Development (PSY 376)	4
Teaching Laboratory I (MUE 386, 387, 388)	2-3
Instrumental Techniques (MUE 392), five to eight terms	5-8
Seminar: Band Materials (MUE 407)	3
Band Methods (MUE 411), Secondary Choral Methods (MUE 413), or String Methods (MUE 456)	3
Elementary Music Methods (MUE 412)	3
Music for Early Childhood (MUE 428)	3
Scoring for Voices and Instruments (MUS 439)	3
Teaching Singing in the Classroom (MUE 442)	3
Choral Conducting and Literature (MUS 484)	3
Instrumental Conducting (MUS 486)	3
Teaching Laboratory II (MUE 486, 487, 488)	1-3
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 2.75; at least two years in residence. Students must achieve a B- or better in all MUE courses. Individuals failing to do so must retake the course before enrolling in any subsequent MUE course. MUE courses may be retaken once

Admission to the music education program, for which students typically apply at the end of their sophomore year, requires a minimum cumulative GPA of 2.75, a grade of B- or better in Foundations of Music Education (MUE 326), a successfully completed audition and application, and faculty approval

Elementary Option. Students whose primary performance medium is voice must pass three terms of voice

performance studies at the MUP 344 level or above. They must also pass three terms of piano performance studies (MUP 141) and pass a music education piano proficiency examination.
Students whose primary performance medium is piano must pass three terms of piano performance studies at the MUP 341 level or above. They must also pass three terms of voice performance studies (MUP 174) and pass a music education piano proficiency examination.

Students whose performance medium is a wind, percussion, or string instrument must pass three terms of voice performance studies (MUP 174) and pass a music education piano proficiency examination.

Choral Option. Students whose primary performance medium is voice must pass three terms of voice performance studies (MUP 344). They must also pass three terms of piano performance studies (MUP 141) and pass a music education piano proficiency examination.

Students whose primary performance medium is piano must pass three terms of piano performance studies (MUP 341). They must also pass three terms of voice performance studies (MUP 274).

Students whose primary performance medium is a wind, percussion, or string instrument must meet the primary and secondary voice and piano performance requirements listed above.

Instrumental Option. Students whose primary performance medium is a wind, percussion, or string instrument must pass three terms at the MUP 300 level (piano, organ, recorder, harp, guitar, or other nontraditional instruments may not be used to meet instrumental primary option requirements).

The music education checklist is available from members of the music education faculty, who have current requirements and information.

BMus in Music Performance

	credits
Introduction to Conducting (MUS 384)	2
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, double 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 advisor 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 four 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 Chamber Ensemble (MUS 394) are required

Graduate Studies

Fifth-Year Program for Initial Teacher Licensure
Students are admitted to the fifth-year program with graduate postbaccalaureate status, which does not constitute admission to the master's degree program in music education. Students who want to complete the master's degree as well as licensure must apply to the university and the School of Music and Dance for graduate admission.

Music teacher licensure at the University of Oregon requires a bachelor's degree from a college or university accredited by the National Association of Schools of Music with a major or its equivalent in music education and successful completion of the qualifying examination and the fifth-year teacher education program. This five-term program-summer through summer-combines an academic year of clinical experience in the public schools with course work at the university. During the fall and winter terms, students spend time in public school settings; in the spring term, they are full-time student teachers. Summer sessions are spent on course work that supports and builds on the activities and experiences of a year's contact with public school students. Students are required to enroll in September Experience, which allows them to participate in the first few weeks of a public school's academic year before university classes begin fall term.

Areas of Emphasis

Candidates for the fifth-year program are required to establish an area of emphasis. Prerequisite knowledge and skills are demonstrated through the successful completion of one or more of the following qualifying examinations:

Band (traditional wind or percussion instruments must be used)

Choir (voice and piano must be used)

Early childhood and elementary general music (voice and piano must be used)

Orchestra (violin, viola, cello, or double bass must be used)

More information is available from members of the music education faculty.

	credits
Advanced methods I,II and licensure level (see fifth-year checklist)	
Required core courses: Music in Special Education (MUE 529), Music Classroom Management (MUE 530), Music in School and Society (MUE 632), Technology of Teaching Music (MUE 637), Curricular Strategies in Music Education (MUE 638)	15
Choose courses according to area of emphasis: Seminar: Band Materials (MUE 507), Band Methods (MUE 511), Elementary Music Methods (MUE 512), Secondary Choral Methods (MUE 513), Music for Early Childhood (MUE 528), Teaching Singing in the Classroom (MUE 542), Choral Materials for Schools (MUE 544), Marching Band Methods (MUE 555), String Methods (MUE 556), Administration of School Music (MUE 636)	6-9
Field Studies (MUE 606) in music education, one or two terms	1-15
Practicum: Music September Experience (MUE 609)	1-4
Supervised Field Experience (MUE 777), two terms, 1 credit each term	2

Students must make satisfactory progress throughout the program. Two unsatisfactory grades will result in removal from the program.

Students may enroll concurrently in the fifth-year licensure program and the MMus in music education program. Courses from the fifth-year program may be used to fulfill requirements for the MMus in music education.

Applicants who do not hold a bachelor of music in music education from the University of Oregon or a bachelor's degree from a college or university accredited by the National Association of Schools of Music with a major or its equivalent in music education may be required to complete additional course work. Such work will be determined in consultation with a faculty member in the student's desired professional specialty area.

September Experience

Because the opening of the UO academic year does not coincide with the beginning of the K-12 school year, students in the music education licensure program miss the opportunity, as part of regularly scheduled practicums, to experience the beginning of the public school year, which typically begins the last week of August. Given that the preparation for and onset of these first weeks of instruction are a rich experience for preservice teachers, students in the music education licensure program are required to enroll in Practicum: Music September Experience (MUE 609).

The music education faculty designed this experience to augment learning acquired through other program activities and courses. In fall term, students enroll in Practicum: Music September Experience (MUE 609) for 1 to 4 credits of full-time participation, typically four weeks. Grading is pass/no pass only. To comply with contract provisions of the Oregon University System, students are considered volunteers, and public school faculty members are free to assign them tasks that may be helpful during this busy period.

Master's Degree Programs

Master's Degrees Offered

Master of Arts (MA)

Musicology

Music Theory

Master of Music (MMus)

Intermedia Music Technology

Music Composition

Music: Conducting

- Choral
- Orchestral
- Wind Ensemble

Music Education

Music: Jazz Studies

- Composition-Arranging
- Instrumental Performance

Music: Piano Pedagogy

Music Performance

- Brass: euphonium, horn, trombone, trumpet, tuba, multiple brass
- Keyboard: harpsichord, organ, piano, collaborative piano
- Percussion
- Strings: cello, double bass, harp, viola, violin, violin-viola performance and pedagogy
- Voice
- Woodwinds: bassoon, clarinet, flute, oboe, saxophone, multiple woodwinds

Admission

Applicants must satisfy general university, Graduate School, and School of Music and Dance requirements governing admission. See the **Graduate School** section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

Submit an online Graduate Admission Application and a $50 (U.S.) nonrefundable application fee. The admission application can be printed out from the School of Music and Dance website at a link under the admissions menu.

Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: Sealed, official

transcripts from all colleges or universities where you received a bachelor's degree and all subsequent degrees. Transcripts must show degrees awarded. International students must file the International Student Financial Statement, admissions.uoregon.edu/apply/pdf/ifinancial.pdf. In addition, if you are an international student from a non-English-speaking country and do not hold a degree from an American university, you must provide a TOEFL score of 575 or above (paper-based test) or 88 (Internet-based test) or an International English Language Testing System (IELTS) score of 7.0. The Office of Admissions will accept an electronic score or an official paper copy from the Educational Testing Service. You cannot be admitted without a qualifying TOEFL score. International students who hold degrees from English-speaking American, Canadian, or British universities are not required to provide a TOEFL score.
Send the following materials to Director of Graduate Studies, School of Music and Dance, 1225 University of Oregon, Eugene OR 97403-1225:

1. A completed School of Music and Dance application
2. Sealed, official transcripts showing all college-level course work and degrees earned. If a degree is granted after the application is submitted, an additional transcript showing the posted degree must be submitted
3. Three written recommendations from people who know the applicant's professional and personal qualifications, at least one of which should be from a professor in the proposed area of study
4. A statement of purpose for graduate study in music in which academic studies to date are summarized, the purposes of further study are described, and career goals are defined
5. A recent sample of the applicant's scholarly writing, such as a term paper, major research project, or analysis paper
6. Copies of recent concert or recital programs (optional for music theory and piano pedagogy)

Following are additional admission requirements for specific programs:

MA, Musicology. Two research or analysis papers in history or ethnomusicology (one of which will satisfy number 4 above).

MA, Music Theory. Music theory qualifying examination. Two papers in theory, history, or ethnomusicology that exemplify the applicant's scholarship and ability to develop a single, coherent line of reasoning (one of which will satisfy number 4 above). Of the two papers, at least one should demonstrate the applicant's ability to analyze tonal or atonal music or both.

MMus, lntermedia Music Technology. Substantial department portfolio required. See intermedia music technology admission requirements sheet for necessary recordings list, statements, and technology list (www.uoregon.edu/~gradmus/Adm_Req_IMT_MM.pdf).

MMus, Music Composition. Portfolio, including a demonstration of marked ability and technical skill in composition through scores and tapes of original works for large and small ensembles and evidence of a senior recital of the applicant's works, a list of compositions, and a list of performances of compositions. An interview arranged directly with a member of the composition faculty is encouraged.

MMus, Music: Conducting. DVD, videotape, or live audition-interview and copies of programs conducted. Two years of successful conducting experience supported by letters of recommendation.

MMus, Music Education. Baccalaureate in music education or equivalent from an institution accredited by the National Association of Schools of Music. Copies of concert programs conducted, a résumé, detailed teaching experience, audio or video recordings of public school ensemble performances, and a video recording of teaching. A campus visit and interview with members of the music education faculty are recommended. In addition, a statement describing whether the applicant intends to pursue the master of music full time, part time, as part of licensure, or only during summer sessions. Upon acceptance into the program, any student not possessing a music teaching license must successfully complete that process as part of earning the degree.

MMus, Music: Jazz Studies. Preliminary audition tape, DVD, or CD and, if selected, a live audition and repertoire list. In addition, for the jazz arranging emphasis, representative scores and recordings of arrangements, jazz compositions, or both. See the jazz studies requirements sheet (www.uoregon.edu/~gradmus/Adm_Req_Jazz.pdf).

MMus, Music Performance. Tape, CD, DVD, or live audition, and repertoire list (see the Graduate Entrance Audition Requirements sheet at www.uoregon.edu/~gradmus/AudInfoReq.pdf); proficiency to enter MUP 670-691. A student admitted on the basis of a recorded performance may be admitted conditionally, at the discretion of the admitting faculty.

MMus, Music Performance, Multiple Woodwind or Brass Instruments. In addition to the items required for MMus, Performance, proficiency to enter MUP 621-630 in two secondary instruments.

MMus, Music: Piano Pedagogy. Tape, CD, DVD, or live audition, and repertoire list (see the Graduate Entrance Audition Requirements sheet, listed above); proficiency to enter MUP 641. DVD or videotape showing instruction of a beginning-level student and an intermediate- or advanced-level student. Any student admitted on the basis of a recorded performance must perform a live placement audition upon arrival on campus to begin studies.

Entrance Examinations

Students who are admitted into a master's degree program, either conditionally or unconditionally, must take entrance examinations in music theory and musicology before their first term of enrollment. These examinations are given on or before the first day of classes each term. Students who do not pass the examinations (or portions of them) must complete the relevant review courses the first time they are offered.

Program Requirements

Detailed information about graduate degrees and the Procedures and Policies for Music Graduate Students booklet are available in the graduate office, 219K Frohnmayer Music Building.

Degree Requirements

A minimum of 9 credits must be taken in 600- or 700-level courses, and at least one-half of the required credits must be in courses intended for graduate students only. 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

MA in Musicology

	credits
Performance Studies, at least three terms	6
Thesis (MUS 503)	9
Research Methods in Music (MUS 611)	3
Introduction to Musicology (MUS 614)	4
Appropriate ensemble, at least three terms	3-6
Choose four of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	12
Three seminars in music history (MUS 507, 607)	9-12
One graduate course in ethnomusicology	3-4
One course in music history, theory, ethnomusicology, or approved area other than music	3-4

A total of at least 52 graduate credits

Language requirement: reading proficiency in a second language (usually French, German, or Italian), demonstrated by two years of successful undergraduate study or completion of a reading knowledge course (French and German only). Language courses taken to satisfy this requirement do not count toward the 52 total credits

Completion requirements: an oral examination reviewing the thesis and degree course work

MA in Music Theory

	credits
Performance Studies, at least three terms	6-12

Appropriate ensemble, at least three terms	3-6
Thesis (MUS 503)	9
Post-Tonal Theory I,II (MUS 516, 517)	6
Schenkerian Analysis (MUS 530, 531)	6
Advanced Schenkerian Analysis (MUS 633)	3
Advanced Post-Tonal Theory (MUS 634)	3
Research Methods in Music (MUS 611)	3
Group Option. Choose three from 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 two courses of the German for Reading Knowledge sequence (GER 327, 328)

Completion requirements: an oral examination reviewing the thesis and degree course work

Master of Music

MMus in Intermedia Music Technology

	credits
Choose two seminars or courses in music outside the music technology area at the 500 level or above, approved by an advisor	6-8
Advanced Electronic Composition (MUS 645)	18
Reading and Conference: History of Electroacoustic Music (MUS 605)	3
Terminal Project (MUS 609)	9
Research Methods in Music (MUS 611)	3
Choose four nonmusic courses approved in advance by the advisor	14

A total of at least 55 graduate credits

In addition to the final oral examination, three examinations are associated with the degree: *proficiency exam*, a juried demonstration of the student's mastery of specific software (Pro Tools, Cubase, Peak, Kyma, and Max); *technical exam*, a four-hour written examination on theoretical aspects of music technology; *intermedia essay*, a take-home exam during which an essay is written on artistic and aesthetic issues related to music technology and other arts. The essay is written after passing the proficiency and technical exams and is read by three faculty members; *final oral examination*, reviewing the terminal project and degree course work

MMus in Music: Jazz Studies

Composition-Arranging Emphasis	**credits**
Advanced Jazz Arranging I,II (MUJ 583, 584)	6
Reading and Conference: Research Presentation Preparation (MUJ 605)	4
Research Methods in Music (MUS 611)	3
Pedagogy and Practicum: Jazz Studies (MUE 639)	3
Survey of Jazz Composition (MUJ 660)	3
Jazz Program Planning and Development (MUJ 661)	3

Jazz Laboratory Band III or II (MUJ 690 or 691) or Oregon Jazz Ensemble (MUJ 692), six terms	6-12
Small Jazz Ensemble (MUJ 695), three terms	3
Choose at least four seminars or courses in music outside the jazz area (excluding individualized study and experimental courses) at the 500 level or above, approved by an advisor	12-16

Electives at the 500 level or above chosen in consultation with advisor
A total of 54 graduate credits

Completion requirements: successful completion of the graduate jazz arranging barrier exam; a recorded public recital or CD project of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committtee; a public lecture-presentation of independent research under the guidance of a member of the jazz faculty; and a final oral examination with emphasis on jazz history, literature, and pedagogy. Both the recital-CD project and lecture-demonstration must have prior approval from the jazz studies committee

Instrumental Performance Emphasis	**credits**
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
Jazz Program Planning and Development (MUJ 661)	3
Jazz performance studies	12
Jazz Laboratory Band III or II (MUJ 690 or 691) or Oregon Jazz Ensemble (MUJ 692), three terms	3-6
Small Jazz Ensemble (MUJ 695), six terms	6
Choose at least four seminars or courses in music outside the jazz area (excluding individualized study and experimental courses) at the 500 level or above, approved by an advisor	12-16

Electives at the 500 level or above chosen in consultation with advisor

A total of 54 graduate credits

Completion requirements: successful completion of the graduate jazz performance barrier exam; a full-length, recorded public recital or CD project demonstrating mastery of jazz performance and showcasing creativity; a public lecture-presentation of independent research under the guidance of a member of the jazz faculty; and a final oral examination with emphasis on jazz history, literature, and pedagogy. Both the recital-CD project and lecture-demonstration must have prior approval from the jazz studies committee

MMus in Music: Conducting

Choral Emphasis	**credits**
Seminar: Advanced Choral Conducting (MUS 607), three terms	6
Practicum (MUE 609), three terms	6
Choral literature courses (MUS 607), two terms	6
Performance Studies: Voice, at least three terms	6
Chorus: Chamber Choir or University Singers (MUS 697), three terms	6
Research Methods in Music (MUS 611)	3
Music history courses selected from MUS 661-665 minimum of	6
Instrumental Conducting Master Class (MUS 686)	3
Choose from Seminar: Master Class in Conducting (MUS 607) (associated with the Oregon Bach Festival); Historical Performance Practices I,II,III (MUS 680, 681, 682)	3
Choose from Seminars: Issues and Practices in Choral Music, Choral Techniques (MUS 507); Teaching Singing in the Classroom (MUE 542); Choral Materials for Schools (MUE 544); Pedagogy and Practicum: Choral Conducting (MUE 639)	3

Electives in the area of emphasis, chosen in consultation with an advisor, to complete 54 graduate credits
Three consecutive terms in residence, excluding summer sessions

Completion requirements: as a culminating demonstration of professional capability in the major field, the student must conduct a juried, concert-length public performance or the equivalent; piano proficiency examination; a final oral examination that covers degree course work

Orchestral Emphasis	**credits**
Advanced Aural Skills (MUS 515) or Advanced Keyboard Harmony (MUS 524)	3
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), six terms	12
Performance Studies (MUP 641 or above), three terms	6
Two courses in music history chosen from MUS 662-665	6
Historical Performance Practices II or III (MUS 681 or 682)	3
Ensemble approved by advisor, three terms	6

Electives in the area of emphasis, chosen in consultation with an advisor, to complete 54 graduate credits

Completion requirements: as a culminating demonstration of professional capability in the major field, the student must conduct a juried, concert-length public performance or the equivalent; academic year in residence; a final oral examination that covers degree course work; and a research paper dealing with some aspect of orchestral conducting

Wind Ensemble Emphasis	**credits**
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 in consultation with an advisor, to complete 54 graduate credits

Completion requirements: as a culminating demonstration of professional capability in the major field, the student must conduct a juried, concert-length public performance or the equivalent; academic year in residence; a final oral examination that covers degree course work; and a research paper dealing with some aspect of wind ensemble conducting

MMus in Music: Piano Pedagogy

	credits
Piano Literature (MUS 650, 651, 652)	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, theory, or literature at the 500 level or above	6
Music electives at the 500 level or above and chosen in consultation with an advisor	
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

MMus in Music Composition

	credits
Appropriate ensemble, at least three terms	3-6
Post-Tonal Theory I (MUS 516)	3
Choose one from the following: Post-Tonal Theory II (MUS 517), Schenkerian Analysis (MUS 531), Advanced Post-Tonal Theory (MUS 634)	3
Schenkerian Analysis (MUS 530)	3
Counterpoint (MUS 533, 534, 535)	12
Composers Forum (MUS 538), at least four terms	4
Choose one course in electronic or computer music applications from Digital Audio and Sound Design (MUS 547), Interactive Media Performance (MUS 548), Advanced Electronic Composition (MUS 645)	3-4
Choose one course in ethnomusicology from Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590), two terms	4
Reading and Conference: Thesis Proposal (MUS 605)	1
Research Methods in Music (MUS 611)	3
Advanced Composition Studies (MUS 640, 641, 642), six terms	18
Choose one from MUS 660-664	3
Music in the 20th Century (MUS 665)	3
Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed and recorded on campus	9

A total of at least 72 graduate credits

Proficiency in notation

Proficiency in orchestration

Proficiency in piano (MUP 271) or proficiency in piano (MUP 171) and proficiency in another instrument or in voice (MUP 170 or above)

Public performance-usually a graduate recital lasting fifty minutes-of works composed under the guidance of a composition faculty member

Final oral examination reviewing the thesis and degree course work

MMus in Music Education

Candidates are required to establish an area of emphasis.

Areas of Emphasis

Choral music education (voice and piano must be used)

Elementary general music education (voice and piano must be used)

Instrumental music education: band (traditional wind or percussion instruments must be used)

Instrumental music education: orchestra (violin, viola, cello, or double bass must be used)

	credits
Research Methods in Music (MUS 611)	3
Research Methods in Music Education (MUE 613)	3
Music in School and Society (MUE 632)	3
Curricular Strategies in Music Education (MUE 638)	3
One course in music history (MUS 660-665)	3
One course in music history or theory at the 500 level or above	3-4
Music education courses in the area of emphasis at the 500 level or above	12
Courses at the 600 level or above, chosen in consultation with advisor	6
Ensemble, three terms	3-6
Performance Studies, three terms	6-12

Electives, chosen in consultation with an advisor, to complete 51 graduate credits

Courses as needed in expository writing

Completion requirements. Choose one of the following options:

1. 9 credits in Thesis (MUE 503) and oral examination
2. Major project consisting of 6 credits in Research (MUE 601) and oral examination
3. Major project consisting of a recital (if performance studies is MUP 641-661 or above) and oral examination

The oral examination in each option covers all music education course work.

MMus in Music Performance

Options are available in bassoon, cello, clarinet, euphonium, flute, harp, harpsichord, horn, multiple woodwinds or brass, oboe, organ, percussion, collaborative piano, solo piano, saxophone, double bass, trombone, trumpet, tuba, viola, violin, violin and viola performance and pedagogy, voice.

	credits
Research Methods in Music (MUS 611)	3
Performance Studies (MUP 670-691)	12
Appropriate ensemble, at least three terms (except for collaborative piano option)	3-6
Collegium Musicum (MUS 691)	1
One period survey course (MUS 660-665)	3
One music theory course at the 500 level or above	3-4
One course in music history or theory at the 600 level of above (except collaborative piano and voice)	3-4
One course in music history, theory, or literature at the 500 level or above (except for voice and collaborative piano options)	3-4

Electives, approved by an advisor, to total at least 48 graduate credits
Public recital: consult advisor 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

Concurrent Ensemble Requirement. For every term of enrollment in performance studies, students also 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.

Ensembles that satisfy this requirement for instrumental majors are the University Symphony Orchestra, Oregon Wind Ensemble, and Oregon Symphonic Band. For voice majors, University Singers, Chamber Choir, Repertoire Singers, Opera Ensemble, Men's Choir, and Women's Choir satisfy the requirement. 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.

Students studying piano, collaborative piano, harpsichord, organ, harp, or classical guitar may enroll in The Collaborative Pianist (MUS 521, 522, 523), Reading and Conference: Instrumental Duo (MUS 605), Collegium Musicum (MUS 691), or Chamber Ensemble: Accompanying (MUS 694) instead of large conducted ensembles.

Additional Requirements for Selected Options

Harpsichord	**credits**
Reading and Conference: Harpsichord Literature	3
Piano Literature (MUS 650)	3

Multiple Woodwind or Brass Instruments	**credits**
Reading and Conference: Wind Instrument Music (MUS 605)	3
Performance Studies (MUP 621-630), at least 3 credits in each secondary instrument	6
Pedagogy and Practicum: Woodwinds or Brass (MUE 639)	3

Completion requirements: (1) Public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a public student recital; (2) final oral examination with emphasis on history, literature, and pedagogy of the primary and secondary instruments

Organ	**credits**
Reading and Conference: Organ Literature (MUS 605)	1-4
Pedagogy and Practicum: Organ (MUE 639)	3

Percussion	**credits**
Percussion Master Class (MUS 511) concurrent with performance study	3-6

Piano	**credits**
Piano Literature (MUS 650, 651, 652)	9

Collaborative Piano	**credits**
Introduction to Lyric Diction (MUS 155, 156)	4
The Collaborative Pianist (MUS 521, 522, 523)	6
Solo Vocal Music (MUS 567, 568)	6
Reading and Conference: Music for Chamber Ensemble (MUS 605)	2
Performance Studies: Piano (MUP 671)	4
Chamber Ensemble (MUS 694), four terms	4

Electives, approved by an advisor, to total at least 50 graduate credits
Two public recitals: consult advisor for procedures

Violin and Viola Performance and Pedagogy	**credits**
Music for Early Childhood (MUE 528)	3
Music Classroom Management (MUE 530)	3
Suzuki Pedagogy I (MUE 559)	3
Suzuki Pedagogy II (MUE 560)	3
Suzuki Pedagogy III (MUE 561)	3
Suzuki Pedagogy IV (MUE 562)	3
Pedagogy Methods: Violin and Viola (MUE 563)	2
Practicum: CMI Preparation and Teaching (MUE 609), five terms	5

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

Electives, approved by an advisor, to total 54 graduate credits

One year of college study in each of the following languages: Italian, French, German

Doctoral Degree Programs

Doctoral Degrees Offered

Doctor of Musical Arts (DMA)

Music Composition

Music Performance

- Brass: euphonium, horn, trombone, trumpet, tuba
- Keyboard: piano, collaborative piano
- Percussion
- Strings: cello, viola, violin
- Voice
- Woodwinds: bassoon, clarinet, flute, oboe, saxophone

Doctor of Philosophy (PhD)

Music Composition

Music Education

Musicology

Music Theory

Primary and supporting areas: music composition, music education, musicology, music performance, and music theory.

Supporting areas: arts administration, choral conducting, collaborative piano, ethnomusicology, historical performance practice, intermedia music technology, jazz studies, multiple woodwinds, orchestral conducting, piano pedagogy, violin and viola pedagogy, and wind ensemble conducting.

Doctoral students in music must complete one primary area and one supporting area. Details are available from the graduate office.

Admission

Conditional Admission

Applicants must satisfy general university, Graduate School, and School of Music and Dance requirements governing admission. See the Graduate School section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

Submit an online Graduate Admission Application and a $50 (U.S.) nonrefundable application fee. The admission application can be printed out from the School of Music and Dance website at a link under the admissions menu.

Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: Sealed, official transcripts from all colleges or universities where you received a bachelor's degree and all subsequent degrees. Transcripts must show degrees awarded. International students must file the International Student Financial Statement, admissions.uoregon.edu/apply/pdf/ifinancial.pdf. In addition, if you are an international student from a non-English-speaking country and do not hold a degree from an American university, you must provide a TOEFL score of 600 or above (paper-based test) or 100 (Internet-based test) or an IELTS score of 7.0. The Office of Admissions will accept an electronic score or an official paper copy from the Educational Testing Service. You cannot be admitted without a qualifying TOEFL or IELTS score. International students who hold degrees from English-speaking American, Canadian, or British universities are not required to provide a TOEFL score.

Send the following materials to Director of Graduate Studies, School of Music and Dance, 1225 University of Oregon, Eugene OR 97403-1225:

1. A completed School of Music and Dance application
2. Sealed, official transcripts showing all college-level course work and degrees earned. If a degree is granted after the application is submitted, an additional transcript showing the posted degree must be submitted
3. Graduate Record Examination (GRE) scores from the General Test (verbal, quantitative, analytical)
4. Three written recommendations from people who know the applicant's professional and personal qualifications, at least one of which should be from a professor in the proposed area of study
5. A statement of purpose for graduate study in music that includes the primary and supporting areas to which the applicant wishes to be admitted (chosen from the list above), a summary of academic studies to date, the purpose of further study, and a definition of career goals and plans for career development
6. A recent sample of the applicant's scholarly writing, such as a term paper, major research project, or analysis paper
7. Copies of recent concert or recital programs (optional for music theory and piano pedagogy)
8. Any other materials the applicant believes will be of interest to the School of Music and Dance graduate admission committee (i.e., résumé or curriculum vitae)

Additional requirements for admission to specific programs:

Supporting area in arts administration: administered by the Arts and Administration Program in the School of Architecture and Allied Arts. For more information, visit the website for the Arts and Administration Program (aad.uoregon.edu).

Primary or supporting area in composition: portfolio, including representative scores and recordings of original compositions, list of compositions, and list of performances of compositions.

Supporting area in conducting (choral or instrumental focus): evidence of two years' experience as a conductor, a conducting audition, and, if available, a videotape of conducting skills.

Primary or supporting area in musicology, ethnomusicology, or historical performance practice: two writing samples exemplifying the applicant's scholarship and research ability. One of these documents may serve as the sample of writing requested in number 4 above. Also, for historical performance practice, a recent high-quality tape or CD recording of performance (optional).

Supporting area in intermedia music technology: see the admission requirements sheet (www .uoregon.edu/~gradmus/Adm_Req_IMT_MM.pdf) for additional necessary recordings list, statements, and technology list.

Supporting area in jazz studies: preliminary audition tape or CD, and, if selected, a live audition; repertoire list. For jazz arranging emphasis: representative scores and recordings of arrangements, jazz compositions, or both.

See additional jazz studies requirements sheet (www.uoregon.edu/~gradmus/Adm_Req_Jazz.pdf).
Primary area in music education: résumé detailing evidence of at least three years of successful full-time music teaching experience in either elementary or secondary public school or both; previous bachelor's and master's degrees from institutions accredited by the National Association of Schools of Music, at least one of which must be in music education; copies of concerts or programs conducted; a video recording of public school teaching; an audio or video recording of public school ensemble performances; and an on-campus interview with members of the faculty.

Supporting area in music education: résumé detailing evidence of at least two years of successful full-time music teaching in either elementary or secondary public school or both; previous bachelor's and master's degrees from institutions accredited by the National Association of Schools of Music, at least one of which must be in music education; copies of concerts or programs conducted; a video recording of public school teaching; an audio or video recording of public school ensemble performances; and an on-campus interview with members of the faculty when visiting the UO for primary area.

Primary or supporting area in music theory: music theory qualifying examination; two papers (one of which will satisfy number 4 above) exemplifying the applicant's scholarship and ability to develop a single, coherent line of reasoning, and the applicant's ability to analyze tonal or atonal music or both.

Primary or supporting area in performance: proficiency to enter MUP 741-794, a personal audition or recent high-quality tape or CD recording of performance, and a list of repertoire (see the Graduate Entrance Audition Requirements sheet at www.uoregon.edu/%7Egradmus/AudInfoReq.pdf). Students admitted on the basis of a recording may be admitted conditionally, at the discretion of the admitting faculty.

Supporting area in piano pedagogy: proficiency to enter MUP 641; a tape, CD, or live audition; and a list of repertoire (see the Graduate Entrance Audition Requirements sheet, listed above). Students admitted on the basis of a recording will be required to perform a live audition during registration week upon arrival on campus.

Entrance Examinations

Students who are admitted into a graduate degree program must take entrance examinations in music theory and musicianship and musicology before or early in the first term of enrollment. These examinations are given before or during the first week of classes each term. Students who do not pass the examinations (or portions thereof) must complete the appropriate review course or courses the next time they are offered; successful completion satisfied the requirement.

General Degree Requirements

At least one-half of the required credits must be in courses intended for graduate students only.

In addition to the Graduate School's requirements for doctoral degrees, the School of Music and Dance has the following core and general requirements:

Core Requirements	**credits**
Repertoire and Analysis (MUS 629)	3
Research Methods in Music (MUS 611)	3
College Music Teaching (MUE 641)	3
Two period survey courses chosen from MUS 660-665	6

Students with a primary or supporting area in music theory are exempt from MUS 629. Students with a primary or supporting area in composition must take Music in the 20th Century (MUS 665).

Other Courses. Eight credits of nonmusic courses (excluding basic language courses taken to fulfill the language requirement) chosen in consultation with the faculty advisor. Students in the DMA program in music performance (collaborative piano option) must take courses in art history to fulfill this requirement. Students in the PhD program in music education are exempt from this requirement.

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 area in music performance (collaborative piano option) must enroll in three terms of Chamber Ensemble: Accompanying (MUS 694). Students with a primary or supporting area in voice, wind, string, or percussion performance must enroll in three consecutive terms of band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. Students with a primary area in voice may substitute Opera Workshop (MUS 698) for

chorus.
In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, Chamber Choir, and Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

Language. PhD candidates, except those in music education, must demonstrate proficiency in a second and third language, usually chosen from French, German, and Italian. DMA candidates must demonstrate proficiency in a second language, usually French, German, or Italian. Students with a primary or supporting area in voice must complete two years of college study in French, German, or Italian and one year of college study in each of the other two.

Specific Area Requirements

In addition to the general requirements of the Graduate School and the School of Music and Dance for doctoral degrees, the following are specific requirements for primary and supporting areas. Courses used to fulfull primary requirements may also be used to fulfill supporting-area requirements if approved by the supporting-area advisor.

Arts Administration

Offered through the School of Architecture and Allied Arts.

Supporting Area	credits
Experimental Courses: Artistic Administration in the Performing Arts; Performing Arts Management (AAD 510)	8
Art in Society (AAD 550)	4
Cultural Policy (AAD 562)	4
Marketing the Arts (AAD 565)	4
Research (AAD 601)	3
Practicum (AAD 609)	3
Cultural Administration (AAD 612)	4

Capstone synthesis or research paper and public presentation

Choral Conducting

Supporting Area	credits
Supervised College Music Teaching (MUE 602), or Instrumental Conducting Master Class (MUS 686)	3
Seminar: Choral Conducting (MUS 607), three terms	6
Choral literature courses (MUS 607), two terms	6
Choose from Seminar: Master Class in Conducting (MUS 607), Historical Performance Practices I,II,III (MUS 680, 681, 682)	6
Practicum (MUE 609)	2
Performance Studies (MUP 614 or 644), three terms	6-12
Pedagogy and Practicum (MUE 639)	3
Chorus: Chamber Choir or University Singers (MUS 697), three terms	6

Piano proficiency, demonstrated by examination

One public choral conducting performance (faculty approval required)

Diction proficiency in French, German, Italian, and Latin: may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination

Collaborative Piano

Supporting Area

Option A: Instrumental Emphasis	credits
The Collaborative Pianist (MUS 521, 522, 523)	6
Lyric Diction (MUS 555, 556)	6
Reading and Conference: Instrumental Duo (MUS 605)	2
Pedagogy and Practicum (MUE 639)	3
Piano Accompanying (MUP 670), at least three terms	9
Chamber Ensemble (MUS 694), at least four terms	4

Option B: Vocal Emphasis	credits
The Collaborative Pianist (MUS 521, 522, 523)	6
Lyric Diction (MUS 555, 556)	6
Choose either two terms of Solo Vocal Music (MUS 567, 568) or one term of Solo Vocal Music and one term of History of Opera (MUS 574, 575)	6-7
Pedagogy and Practicum (MUE 639)	3
Piano Accompanying (MUP 670), at least three terms	9

Both options require a sixty-minute public recital, which may show either vocal or instrumental emphasis, though both must be represented. The student must enroll in Piano Accompanying (MUP 670) the term before and the term of the degree recital. The recital must be performed on the UO campus

Ethnomusicology

Supporting Area	credits
Introduction to Ethnomusicology (MUS 551)	4
Choose at least four from the following: seminars on topics of ethnomusicology (MUS 507), workshops on topics of ethnomusicology (MUS 508), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Celtic Music (MUS 558), Music and Gender (MUS 560), Popular Musics in the African Diaspora (MUS 562), Reading and Conference (MUS 605), East European Folk Ensemble (MUS 690)	16
Choose one additional course from those listed above or from outside the School of Music and Dance (e.g., anthropology, folklore) in consultation with advisor	4
Pedagogy and Practicum (MUE 639) (not required if primary area is musicology)	3

Historical Performance Practice

Supporting Area	credits
One art history course chosen in consultation with advisor	4
Counterpoint (MUS 533 or 534)	4
History of Rhetoric and Composition (ENG 592)	4
Introduction to Musicology (MUS 614)	4
History of Theory I or II (MUS 630 or 631)	3
Pedagogy and Practicum (MUE 639)	3
Notation of Medieval and Renaissance Music (MUS 643 or 644)	3

Music in the Middle Ages (MUS 660)	3
Music in the Renaissance (MUS 661)	3
Music in the Baroque Era (MUS 662)	3
Music in the Classical Era (MUS 663)	3
Two from Historical Performance Practices I,II,III (MUS 680, 681, 682)	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 advisor	3-4

Proficiency in Performance Studies courses

Intermedia Music Technology

Supporting Area	credits
Computer Music Applications (MUS 446)	3
Digital Audio and Sound Design (MUS 547)	4
Interactive Media Performance (MUS 548)	3
Advanced Electronic Composition (MUS 645), three terms	9
Pedagogy and Practicum (MUE 639)	3

Choose one additional course in consultation with the advisor

A final lecture-recital

Jazz Studies

Supporting Area

Jazz Performance Emphasis	credits
Jazz Repertoire I,II,III (MUJ 574-576) or Advanced Jazz Repertoire I,II,III (MUJ 577-579)	9
Pedagogy and Practicum (MUE 639)	3
Performance Studies (MUP 670-691), jazz only	12
Small Jazz Ensemble (MUJ 695), three terms	3

A full-length, recorded public recital or CD project demonstrating mastery of jazz performance and showcasing creativity, under the guidance of a member of the jazz faculty and approved by the jazz studies committee

Final comprehensive examination

Jazz Arranging Emphasis	credits
Jazz Arranging I,II,III (MUJ 580-582) or Advanced Jazz Arranging I,II,III (MUJ 583-585)	9
Pedagogy and Practicum (MUE 639)	3
Survey of Jazz Composition (MUJ 660)	3
Jazz Laboratory Band III,II (MUJ 690, 691) or Oregon Jazz Ensemble (MUJ 692), three terms	3

A recorded public recital and recording or CD project of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committee

Final comprehensive examination

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), three terms each over two years	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 advisor for that area	6
Pedagogy and Practicum (MUE 639)	3

Following the completion of three terms of study on an instrument, a juried performance is given consisting 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 end-of-term juried performances for members of the faculty on each of the two supporting instruments as follows:

1. Two during the first year on one instrument
2. Two during the second year on the second instrument
3. A final end-of-term juried performance of both woodwinds

Music Composition

Primary-area requirements are the same for the PhD and DMA degrees except for the choice of supporting area. PhD candidates choose from intermedia music technology, ethnomusicology, music education, musicology, or music theory. DMA candidates choose from collaborative piano, choral conducting, jazz studies, multiple woodwinds, music performance, orchestral conducting, piano pedagogy, violin and viola pedagogy, or wind ensemble conducting.

Primary Area	**credits**
Post-Tonal Theory I (MUS 516)	3
Choose one course in music theory: Post-Tonal Theory II (MUS 517), Schenkerian Analysis (MUS 531), Advanced Post-Tonal Theory (MUS 634)	3
Schenkerian Analysis (MUS 530)	3
Counterpoint (MUS 533, 534, 535)	12
Composers Forum (MUS 538), at least four terms	4
Choose one from Digital Audio and Sound Design (MUS 547), Interactive Media Performance (MUS 548), Advanced Electronic Composition (MUS 645)	3-4
Choose one from Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590), two terms	2-4
Choose one seminar or course in music history or theory (MUS 500- or 600-level courses)	3-4
Dissertation (MUS 603)	18
Reading and Conference: Composition Dissertation Proposal (MUS 605)	1
Pedagogy and Practicum (MUE 639)	3
Advanced Composition Studies (MUS 640, 641, 642), six terms	18

Proficiency in notation

Proficiency in orchestration

Public performance of at least sixty minutes of music on the University of Oregon campus of compositions completed during doctoral study that have been approved by the music composition faculty

Reading and recording of the dissertation

Supporting Area	**credits**
Counterpoint (MUS 533, 534, 535)	12
Composers Forum (MUS 538), four terms	4

Pedagogy and Practicum (MUE 639)	3
Advanced Composition Studies (MUS 640, 641, 642), four terms	12

Proficiency in notation
Proficiency in orchestration

Public performance of at least thirty minutes of music on the University of Oregon campus of compositions completed during doctoral study that have been approved by the music composition faculty

Music Education

Primary Area	**credits**
Dissertation proposal research (MUE 601)	3-6
Dissertation (MUE 603)	18
Research Methods in Music Education (MUE 613)	3
Music in School and Society (MUE 632)	3
Curricular Strategies in Music Education (MUE 638)	3
Qualitative research methods	3-4
Quantitative research methods	3-4
Music education research readings	3
Additional graduate MUE courses in specialty area	6

A minimum of two consecutive academic years (not including summer sessions) in residency at the University of Oregon is required

Supporting Area	**credits**
Statistical methods (see advisor for list of appropriate courses), one term	3
Research Methods in Music Education (MUE 613)	3
Pedagogy and Practicum (MUE 639)	3
Additional graduate MUE courses	9
Performance Studies, three terms	6-12

Musicology

Primary Area	**credits**
Choose two from Schenkerian Analysis (MUS 530, 531), History of Theory I,II,III (MUS 630, 631, 632), Advanced Schenkerian Analysis (MUS 633)	6
Introduction to Ethnomusicology (MUS 551)	4
Dissertation (MUS 603)	18
Introduction to Musicology (MUS 614)	4
Five music history seminars (at least one 607)	15-20
Pedagogy and Practicum (MUE 639)	3
Notation of Medieval and Renaissance Music (MUS 643 or 644)	3
Choose one from Historical Performance Practices I,II,III (MUS 680, 681, 682)	3
Collegium Musicum (MUS 691)	1

Each student, in consultation with the advisor, develops a plan to remedy any deficiencies and prepare for comprehensive examinations. No credit is earned for this preparation

One public lecture (subject to faculty approval) given on the University of Oregon campus

Supporting Area	credits
Introduction to Ethnomusicology (MUS 551)	4
Introduction to Musicology (MUS 614)	4
Pedagogy and Practicum (MUE 639)	3
Music in the Middle Ages (MUS 660)	3
Music in the 20th Century (MUS 665)	3
Seminar in Western art music (MUS 507, 607)	3-4
One course selected from Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), History of Opera (MUS 574 or 575), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Historical Performance Practices I,II,III (MUS 680, 681, 682); a seminar in jazz; or other course approved by the advisor	3-4

Music Performance

Options are available in bassoon, cello, clarinet, euphonium, flute, horn, oboe, percussion, collaborative piano, solo piano, saxophone, trombone, trumpet, tuba, viola, violin, and voice.

Primary Area	credits
Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses)	6
Pedagogy and Practicum (MUE 639)	3
Performance Studies (MUP 770-791), six terms	24
DMA students may complete a lecture-document (MUS 601) or write a dissertation (MUS 603) 6 or	18
Seminar in thesis organization (MUE 607)	2
Students in piano must take Piano Literature (MUS 650, 651, 652)	9

In addition, students in the collaborative piano option must meet the following requirements:

	credits
Lyric Diction (MUS 555, 556)	6
Solo Vocal Music (MUS 567, 568)	6
History of Opera (MUS 574 or 575)	4
Performance Studies: Harpsichord (MUP 612) (must be taken prior to MUS 691)	2
Collegium Musicum (MUS 691), one term	2

	Three public performances (subject to prerecital approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Supporting Area	credits
Pedagogy and Practicum (MUE 639)	3
Students in piano must take Piano Literature (MUS 650, 651, 652)	9
Performance Studies (MUP 741-761), three terms	12

Two public performances (subject to prerecital approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Music Theory

Primary Area	credits

Choose at least three from Seminar: Advanced Keyboard Harmony (MUS 507), Counterpoint (MUS 533, 534, 535)	8-12
Post-Tonal Theory I,II (MUS 516, 517)	6
Three music theory seminars	9
Schenkerian Analysis (MUS 530, 531)	6
Pedagogy and Practicum (MUE 639)	3
Dissertation (MUS 603)	18
History of Theory I,II,III (MUS 630, 631, 632)	9
Advanced Schenkerian Analysis (MUS 633)	3
Advanced Post-Tonal Theory (MUS 634)	3

One public lecture (subject to faculty approval) on the University of Oregon campus

Supporting Area	**credits**
Choose four from Post-Tonal Theory I, II (MUS 516, 517), Schenkerian Analysis (MUS 530, 531), Advanced Schenkerian Analysis (MUS 633), Advanced Post-Tonal Theory (MUS 634)	12
Choose at least three of the following: Seminars: Advanced Keyboard Harmony, Counterpoint (MUS 533, 534, 535)	8-12
Pedagogy and Practicum (MUE 639)	3
In addition to primary area requirements, at least one graduate-level course or seminar in music history or music theory	3-4

Orchestral Conducting

Supporting Area	**credits**
Orchestral Music (MUS 571, 572)	4
Bibliography in Instrumental Conducting (MUS 620)	3
Instrumental Conducting Laboratory (MUS 624), three terms	6
Pedagogy and Practicum (MUE 639)	3
One from Historical Performance Practices II,III (MUS 681, 682)	3
Ensemble approved by advisor, three terms	6
Performance Studies (MUP 611-791), three terms	6-12

A juried rehearsal and a juried conducting performance in addition to those required at master's level

Piano Pedagogy

Supporting Area	**credits**
Piano Pedagogy I: Teaching Beginners (MUE 571)	3
Piano Pedagogy II: Teaching Groups (MUE 572)	2
Piano Pedagogy III: Teaching Intermediate Levels (MUE 573)	2
Practicum (609), three terms	3
Pedagogy and Practicum (MUE 639)	3
Performance: Piano (MUP 641 or above)	12

Solo thirty-minute piano recital on the University of Oregon campus if primary area is other than piano

performance

Violin and Viola Pedagogy

Supporting Area	credits
Music for Early Childhood (MUE 528)	3
Music Classroom Management (MUE 530) or other course approved by advisor	3
Suzuki Pedagogy I (MUE 559)	3
Suzuki Pedagogy II (MUE 560)	3
Suzuki Pedagogy III (MUE 561)	3
Suzuki Pedagogy IV (MUE 562)	3
Pedagogy Methods: Violin and Viola (MUE 563)	2
Practicum: CMI Preparation and Teaching (MUE 609), five terms	5
Pedagogy and Practicum (MUE 639) (not required if primary area is string performance)	3

A ninety-minute public master class

Wind Ensemble Conducting

Supporting Area	credits
Bibliography in Instrumental Conducting (MUS 620)	3
Wind Repertoire (MUS 621, 622, 623)	9
Instrumental Conducting Laboratory (MUS 624), three terms	6
Pedagogy and Practicum (MUE 639)	3
Instrumental Conducting Master Class (MUS 686)	3
Band: Wind Ensemble (MUS 695), three terms	6
Performance Studies (MUP 611-791), three terms	6-12

A juried rehearsal and a juried conducting performance

Program Requirements

Comprehensive Examinations

A core examination of the student's knowledge of music history and skills in music analysis is required. The examination may be taken after completion of the residency requirement, formal admission to the doctoral program, and completion of all core course work.

Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:

1. Completion of core examination
2. Satisfaction of all general degree requirements
3. Completion of all course work in the examination area
4. Approval from advisor

Additional information about comprehensive examinations is available from the graduate secretary and the area chair.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of comprehensive examinations, approval by the advisory committee of the dissertation or lecture-document proposal, and the recommendation of the advisor.

Dissertation

A dissertation is required in all doctoral degree programs except the DMA 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 term of matriculation to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, are required.

Research (MUE or MUS 601), Dissertation (MUE or MUS 603), and Reading and Conference (MUE, MUJ, or MUS 605) are available during summer session only with advisor's consent.

Final Examination

A final oral examination is required in all degree programs. The candidate is expected to defend the dissertation or lecture-document and show a command of the primary area. Members of the dissertation or lecture-document advisory committee typically conduct the final examination; their appointment is subject to approval by the dean of the Graduate School.

Courses Offered

The School of Music and Dance music curriculum is divided into four general categories, each designated by a different subject code:

MUS: music courses and ensembles

MUJ: jazz studies

MUE: music education

MUP: performance studies

Music Courses (MUS)

125 Understanding Music (4) Presents the basic elements of music, historical style periods of Western art music, development of jazz and popular music. Baird, Case, Grose, Pena, Udell, Wagoner.
129 Basic Guitar Theory (2) Develops skills to visualize and "think" on the fingerboard. Chords, scales and arpeggios, note location. Interval identification, chord spelling, and scale harmonizations. Students must provide own instrument. Amplifier provided. Basic music reading skills recommended. Extra fee. Latarski.

131, 132, 133 Music Theory I,II,III (2,2,2) Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Pack.

134, 135, 136 Aural Skills I,II,III (2,2,2) Elementary ear training through sight singing, dictation, and related activities. Pack.

137, 138, 139 Keyboard Skills I,II,III (1,1,1) Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Keyboard lab fee. Jantzi.

151 Popular Songwriting (4) Composing and producing songs using software applications and studying historical examples to understand how musical techniques reflect societal trends and express ideas. Music background optional.

155, 156 Introduction to Lyric Diction (2,2) Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoire. **155:** English, Italian, Spanish. **156:** German, French. Coreq: Performance Studies: Voice (MUP 174

or above).

168 Guided Listening (1) Guided listening experience designed to aid in acquisition of listening skills and experience with the most important repertoire, genres, and styles of Western music.

198 Workshop: [Topic] (1-2R) Recent topics include Opera Chorus. Esquivel.

199 Special Studies: [Topic] (1-5R)

227 Elements of Electronic Music (4) Introduction to experimental and popular electronic music. Topics include fundamental elements of musical construction, history, technology, composers, musicians, copyright law, sampling, styles, and aesthetics. Udell.

231, 232, 233 Music Theory IV,V, VI (2,2,2) Continuation of MUS 131-133. Prereq: MUS 133 or equivalent proficiency. Grant, Rodgers.

234, 235, 236 Aural Skills IV,V,VI (2,2,2) Continuation of MUS 134-136. Prereq: MUS 136 or equivalent proficiency.

237, 238, 239 Keyboard Skills IV,V,VI (1,1,1) Continuation of MUS 137-139. Prereq: MUS 139 or equivalent proficiency. Keyboard lab fee. Kerner.

240, 241, 242 Composition I (3,3,3) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Prereq: MUS 133, 136, 139 or equivalent. McQuilkin.

250 Popular Musics in Global Context (4) Surveys the global popular music landscape of the 20th and 21st centuries, with an emphasis on identity and cultural mixture. Fenn.

264 Rock History, 1950-1970 (4) Evolution of rock emphasizing musical style and social context. Roots of rock through the British Invasion. Waddell, Woideck.

265 Rock History, 1965 to Present (4) Evolution of rock emphasizing musical style and social context. Psychedelic rock to early rap music. Waddell, Woideck.

267, 268, 269 Survey of Music History (4,4,4) Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Prereq: WR 121, MUS 133, pass Listening Repertoire Identification Exam. Kruckenberg, Smith, Vanscheeuwijck.

270 History of the Blues (4) Traces blues music from its African and African American roots through its 20th-century history and its influence on the values of jazz, rhythm and blues, and country music. Lawrence Wayte, Woideck.

280 First Nights in American Music (4) Focuses on issues of religion, race, gender, and "low" and "high" art by studying the origins and contexts of pieces representing different phases of American musical history.

281 Music of the Woodstock Generation (4) Examines the relationship between popular music and social upheavals in the United States during the 1960s. Lawrence Wayte.

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. Educational foundations majors only. Johnson, Yarbro.

327 Analysis: [Topic] (3R) Techniques of analysis in various types of music. Prereq: MUS 233, 236, 239. R when topic changes. Boss, Grant, Pack, Rodgers.

340, 341, 342 Composition II (3,3,3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency. Crumb.

349 American Ethnic and Protest Music (3) Social change and ethnicity reflected by music of and about Native Americans, African Americans, and women, as well as songs of protest and Spanish-speaking groups. Kajikawa.

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, Stewart-Cook.

353 Survey of Opera (4) Introduces great operas including works by Mozart, Wagner, and Verdi. Smith. Primarily for nonmajors.

356 Innovative Jazz Musicians: [Topic] (4R) Covers one or two innovative and influential jazz musicians per term. Examines issues of history, biography, multiculturalism, racism, and critical reception. **R** twice when topic changes for maximum of 12 credits. Woideck.

358 Music in World Cultures (4) Music of Africa, India, and Indonesia in sociocultural context. Emphasis on listening skills, relationships between music and culture, aesthetics, styles, genres, music structures and forms, and participatory music making. Grasso, Wolf.

359 Music of the Americas (4) African American, Latin American, and Native American music in sociocultural

context. Includes listening skills, music-culture relationship, aesthetics, styles, genres, music structures and forms, and participatory music making. Fenn, Kajikawa.

360 Hip-Hop Music: History, Culture, Aesthetics (4) Examines the history and evolution of hip-hop and rap music in the late 20th and early 21st centuries. Grasso, Kajikawa.

363 The Beatles and Their Times (4) Presents and examines the music of the Beatles in the context of post-World War II English and United States cultures and 1960s Western youth cultures. Woideck.

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. Grasso.

384 Introduction to Conducting (2) Introduction to conducting with emphasis on the art and study of conducting, baton and left-hand technique, nonverbal communication, leadership, terminology, transpositions, and score reading.

390 East European Folk Ensemble (2R) Performance ensemble in which instrumentalists learn village-style folk dance music from Bulgaria, Macedonia, Serbia, Greece, and neighboring regions of Eastern Europe. **R** twice for maximum of 6 credits.

391 Collegium Musicum (1-3R) Study of music repertoire of the Medieval, Renaissance, and Baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee. Prereq: audition. Gries, Mentzel, Vanscheeuwijck.

393 Oregon Electronic Device Orchestra (2) Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions. Prereq: MUS 447 or 448.

394 Chamber Ensemble: [Topic] (1R) Accompanying, Brass Choir, Brass Ensemble, Chamber Ensemble, Jazz Guitar Ensemble, Oregon Percussion Ensemble, Studio Guitar Ensemble, Trombone Choir, Tuba and Euphonium Ensemble, University Percussion Ensemble. Prereq for all but chamber ensemble: audition. Cheung, Denny, Grose, Henniger, Latarski, Riley, Vacchi, Wagoner.

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. Dorsey, T. Paul, Wiltshire.

396 Orchestra: [Topic] (2R) University Symphony Orchestra, Campus Orchestra. Ensemble fee. Prereq: audition. Jacobs.

397 Chorus: [Topic] (2R) Chamber Choir, Gospel Singers, Men's Choir, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, University Singers, Women's Choir. Ensemble fee. Prereq: audition or voice screening for all except Gospel Choir, Men's Choir, and Women's Choir. Brown, Olin, S. Paul.

398 Opera Workshop (2R) Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Audition required. Esquivel.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

405 Reading and Conference: [Topic] (1-4R) Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring (1-21R)

410/510 Experimental Course: [Topic] (1-5R) Recent courses include Arabic Music (offered summer session only), History of Electro-Acoustic Music, Instrument Design with Sensors, Meditation for Performers, Oregon Electric Device Orchestra. Addison, McWhorter, Udell.

411/511 Percussion Master Class (1R)

412 Music Theory Review (2) Review of tonal theory. Graduate entrance examination required. Abbott, Pack.

413 Music History Review (3) Review of music history from the medieval period to the present. Graduate entrance examination required.

414 Aural Skills Review (2) Review of aural skills and sight singing. Graduate entrance examination required. Abbott, Pack, Rodgers.

415/515 Advanced Aural Skills (3) Develops students' sight-singing and dictation skills in chromatic tonal

music and introduces them to sight-singing and dictation strategies for atonal music. Boss. Offered 2013-14 and alternate years.

416/516, 417/517 Post-Tonal Theory I,II (3,3) Introduction to theory and analysis of post-tonal music. Concepts of pitch-class set analysis and practical applications. Prereq: MUS 327. Boss. Offered alternate years; not offered 2013-14.

421/521, 422/522, 423/523 The Collaborative Pianist (2,2,2R) Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Prereq: MUP 271 or above. **R** once each, with instructor's consent, for maximum of 4 credits per course. Riley.

424/524 Advanced Keyboard Harmony (3) Development of skills in figured bass realization, melody harmonization, and score reading at the keyboard. Kerner. Offered alternate years.

430/530, 431/531 Schenkerian Analysis (3,3) Analytical techniques, developed by Heinrich Schenker, studied through application to music of all periods and styles. Prereq: MUS 327. Boss.

433/533, 434/534, 435/535 Counterpoint (4,4,4) Study of modal and tonal counterpoint through analysis and composition. **433/533:** 16th-century sacred polyphony; **434/534:** baroque imitative counterpoint; **435/535:** varies-typically devoted to more advanced fugal writing, 20th-century counterpoint, or other modal composition. Prereq: MUS 232, 236. Boss, Pack.

438/538 Composers Forum (1R) Formulation of a two- or three-concert series of student compositions; sessions with visiting composers and UO performers, and listening projects related to these residencies. **R** eleven times for maximum of 12 credits. Kyr.

439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 232, 236. Wagoner.

440/540, 441/541, 442/542 Composition III (3,3,3) Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Prereq: MUS 342. Kyr.

445 Electronic Composition (3R) Develops an elementary understanding about how computers and software are used to process digital audio and create musical compositions. Laboratory fee. Prereq: MUS 447/547, 448/548, 476/576. Stolet. **R** twenty-four times for maximum of 75 credits.

446 Computer Music Applications: [Topic] (3R) Use of computers for music notation, education, analysis, performance, research, and other applications. **R** three times when topic changes for maximum of 12 credits.

447/547 Digital Audio and Sound Design (4R) Examines concepts of digital audio representation, sampling, and processing; considers audio mixing, basic synthesis, and sound modification techniques and fundamentals of electroacoustic composition. Stolet.

448/548 Interactive Media Performance (3R) Examines concepts of interactive performance using MIDI, digital audio, and video processing, and considers issues related to designing performance algorithms in software. Stolet.

449/549 Creativity in Technology (3R) Explores the influences and applicants of technology in the musical, performing, and visual arts, assessing actualized works and considering their aesthetic and culture impact. **R** when course content changes. Stolet.

450/550 SensorMusik (3R) Examines the fundamental principles for microprocessors and sensor interface design within the context of musical performance, composition, and improvisation. **R** with no conditions.

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. Grasso, Wolf. Offered 2013-14 and alternate years.

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. Offered alternate years; not offered 2013-14.

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. Offered alternate years; not offered 2013-14.

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. Offered alternate years; not offered 2013-14.

455/555, 456/556 Lyric Diction (3,3) Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Prereq: MUS 156. Mentzel.

457/557 Native American Music (4) Survey of ceremonial, powwow, folk, and contemporary music; women's musical traditions; Native American film music. Powwow drumming and singing in indigenous languages,

taught by a Native American. Offered summer session only. Addison.
458/558 Celtic Music (4) Explores music and culture of Ireland, Scotland, Wales, and Brittany. History, culture, and modern and old performance styles studied.

459/559 African Music (4) Authentic musical instruments, repertoire, and recordings illustrate how different societies use music to express identity in a contemporary and ever-changing Africa. Traditional and recent popular styles. Offered summer session only. Addison.

460/560 Music and Gender (4) Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West.

462/562 Popular Musics in the African Diaspora (4) Examines social and historical contexts of popular musics in the African diaspora from the 20th century on. Geographic focus is North America, the Caribbean, and Africa. Fenn.

467/567, 468/568 Solo Vocal Music (3,3) Solo songs with accompaniment; the lute air and Purcell; 19th-century art songs in Germany and France; 20th-century British, American, and Continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 269 or equivalent. Vargas, Laura Wayte. Offered alternate years; not offered 2013-14.

470/570 History of Electroacoustic Music (3R) Examines the development of aesthetic movements, styles, media, instruments, and performance practice related to electroacoustic music. Prereq: Standing as a music technology major or meeting the prerequisites for history survey courses. **R** with no conditions.

471/571 Musical Performance Networks (3R) Examines various types of network architectures and data-processing and mapping strategies that can be applied to real-time musical outcomes. **R** with no conditions.

474/574, 475/575 History of Opera (4,4) Critical study of the musical and dramatic content of operas forming the standard international repertoire. **474/574:** Monteverdi to Mozart. **475/575:** Mozart to the present. Prereq: MUS 269 or equivalent. Smith.

476/576 Digital Audio Workstation Tech I (3R) Explores how MIDI (musical instrument digital interface) is used to compose, edit, and record using a personal computer. Sequence. Basic Mac skills recommended. **R** if student is not satisfied with earned grade or wishes for increased skill set. Latarski.

477/577 Digital Audio Workstation Tech II (3R) Explores the principles and techniques used in recording audio with a computer. Sequence. Prereq: MUS 476. **R** if student is not satisfied with earned grade or wishes for increased skill set. Latarski.

478/578 Digital Audio Workstation Tech III (3R) Explores advanced uses of plug-ins, mixing, and editing using a computer. Sequence. Prereq: MUS 477. **R** if student is not satisfied with earned grade or wishes for increased skill set. Latarski.

480/580 Audio Recording Techniques I (3) Hardware and software techniques for use in a recording studio environment, including microphone usage, recording techniques, and digital production. Miller.

481/581 Audio Recording Techniques II (3) Application of advanced recording techniques. Pre- or coreq: MUS 480/580. Miller.

482/582 Audio Recording Techniques III (3) Focuses on the production concepts and techniques necessary to produce a full-length, professional-quality compact disc. Sequence with 480/580, 481/581. Prereq: 481/581. Miller.

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. Prereq: MUP 140. **R** once for maximum of 6 credits. Olin.

486 Instrumental Conducting (3R) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Major standing required. **R** once for a maximum of 6 credits. T. Paul.

490/590 Balinese Gamelan (2R) Pacific Rim Gamelan ensemble. Performance of original compositions and traditional music for gamelan. Three public performances a year. Kyr. **R** with instructor's consent. Limited to twelve performers.

499 Senior Project (3R) Projects in music history, analysis, theory, composition, performance, or related disciplines designed by the student in consultation with the instructor. **R** twice for maximum of 9 credits.

Thesis, Research, Dissertation, and Reading and Conference are available during summer sessions with advisor's consent.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)
603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-4R) Prereq: completion of all regularly scheduled courses related to the topic.

607 Seminar: [Topic] (1-5R) Extra fee for Oregon Bach Festival seminars.

608 Workshop: [Topic] (1-16R)

609 Terminal Project (1-16R)

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

611 Research Methods in Music (3) Use of reference, research, and bibliographical sources in music. Boss, Diaz, Schaffer.

614 Introduction to Musicology (4) Introduces musicology and several of its subfields; includes current and recent arguments. Major standing required. Kajikawa, Smith.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. Dorsey.

621, 622, 623 Wind Repertoire (3,3,3) Survey and analysis of music composed for large wind groups, from 1500 to the present. Dorsey. Offered alternate years; 621 and 622 offered 2013-14; 623 offered 2014-15.

624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. **R** twice for maximum of 6 credits. Dorsey.

629 Repertoire and Analysis (3R) Analytical interpretations of musical works in a context that focus on repertoire rather than on particular analytical methodologies. The pieces studied vary each time the course is offered. R with varying repertoire. Boss, Rodgers.

630 History of Theory I (3) Examination and evaluation of theories of music from ancient times to the 16th century, including Aristides Quintilianus, Boethius, Hucbald, Guido, Franco, Tinctoris, Ramis, and Aron. Grant, Kruckenberg, Pack. Offered 2013-14 and alternate years.

631 History of Theory II (3) Examination and evaluation of theories of music from the 16th to 19th centuries, including Glarean, Zarlino, Descartes, Rameau, Tartini, Kirnberger, C. P. E. Bach, Fétis, Sechter, and Helmholtz. Grant, Pack. Offered 2013-14 and alternate years.

632 History of Theory III (3) Theories of harmony and structure ranging from the mid-19th century to the present, including Hauptmann, Riemann, Schenker, Schoenberg, Hindemith, Babbitt, Forte, Lewin, Straus, and Lerdahl. Boss, Grant. Offered 2013-14 and alternate years.

633 Advanced Schenkerian Analysis (3) Advanced analytical techniques developed by Heinrich Schenker. Pre- or coreq: MUS 431/531 or equivalent.

634 Advanced Post-Tonal Theory (3) Analytic approaches to twelve-tone music. Boss.

640, 641, 642 Advanced Composition Studies (3R, 3R, 3R) Studio instruction in composition. Prereq: MUS 442/542; coreq: MUS 538. R twice with instructor's consent for a maximum of 9 credits. Crumb, Kyr.

643, 644 Notation of Medieval and Renaissance Music (3,3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Kruckenberg. Offered alternate years; 643 not offered 2013-14; 644 offered 2013-14.

645 Advanced Electronic Composition (3R) Develops an advanced understanding of computers and software and how they are used to process digital audio and create musical and media compositions. Prereq: MUS 547, 548, 576. R with instructor's consent. Stolet.

650, 651, 652 Piano Literature (3,3,3) Advanced study of solo piano literature from Bach to the present. Sequence. Dossin, Kerner. Offered 2013-14 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 2013-14 and alternate years.

661 Music in the Renaissance (3) The central Renaissance style in 15th-century France and Italy; High Renaissance music; Late Renaissance music; developments in England and Germany; instrumental music; Renaissance music theory. Kruckenberg, Pack. Offered alternate years; not offered 2013-14.

662 Music in the Baroque Era (3) Musical genres in Italy, France, Germany, Austria, Britain, the Netherlands, Spain, Mexico, and South America in historical, social, political, and cultural contexts-early 17th century through Bach and Handel. Vanscheeuwijck. Offered alternate years; not offered 2013-14.

663 Music in the Classical Period (3) Study of galant, Emfindsamer, and classical styles from c. 1730 to Boccherini, Haydn, and Mozart. Focus on instrumental and sacred music, and on opera before Mozart. Grasso,

Vanscheeuwijck. Offered 2013-14 and alternate years.

664 Music in the Romantic Era (3) Virtuosic 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. Pack, Smith. Offered alternate years; not offered 2013-14.

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, Kajikawa, Pack, Lawrence Wayte. Offered 2013-14 and alternate years.

680, 681, 682 Historical Performance Practices I,II,III (3) Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music. **680:** 12th through 16th centuries. **681:** 17th and early 18th centuries. **682:** Late 18th and 19th centuries. Vanscheeuwijck. Offered once every third year; offered 2013-14.

690 East European Folk Ensemble (2R) See MUS 390. **R** twice for maximum of 6 credits.

691 Collegium Musicum (1-3R) See MUS 391.

693 Oregon Electronic Device Orchestra (2) Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions. Prereq: MUS 547, 548.

694 Chamber Ensemble: [Topic] (1R) See MUS 394.

695 Band: [Topic] (1-2R) See MUS 395.

696 Orchestra: [Topic] (2R) See MUS 396.

697 Chorus: [Topic] (2R) See MUS 397.

698 Opera Workshop (2R) See MUS 398.

Jazz Studies Courses (MUJ)

180, 181, 182 Jazz Performance Laboratory (2,2,2) Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles. S. Owen.

199 Special Studies: [Topic] (1-5R)

270 Jazz Theory (2) Introduction to jazz harmony: chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines. Prereq: MUS 132. Denny, S. Owen.

271, 272 Functional Jazz Piano I,II (2,2) Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Prereq: MUJ 270. Koenigsberg.

273, 274 Jazz Improvisation I,II (2,2) Task-oriented performance of selected standard jazz repertoire. **273:** chord and scale study, solo transcription, analysis, pattern practice, simple compositional forms. **274:** chord alteration, chord substitution, reharmonization and chromaticism. Prereq: MUJ 270. Denny, S. Owen.

350 History of Jazz, 1900-1950 (4) History, biography, multiculturalism, and racism in early jazz and swing through modern jazz. Includes Louis Armstrong, Duke Ellington, Charlie Parker, Dizzy Gillespie, Miles Davis. Denny, Woideck.

351 History of Jazz, 1940 to Present (4) History, biography, multiculturalism, and racism in modern jazz and free jazz to present. Includes Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Ornette Coleman. Woideck.

390 Jazz Laboratory Band III (1R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. **R** six times for maximum of 7 credits.

391 Jazz Laboratory Band II (1R) See MUJ 390. **R** six times for maximum of 7 credits.

392 Oregon Jazz Ensemble (1-2R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Prereq: audition. S. Owen.

395 Small Jazz Ensemble: [Topic] (1-2R) Improvisation group. Study current and past small-group jazz performances. Prereq: audition. **R** six times for maximum of 14 credits. Denny.

399 Special Studies: [Topic] (1-5R)

405 Reading and Conference: [Topic] (1-4R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

474/574, 475/575, 476/576 Jazz Repertoire I,II,III (3,3,3) Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Prereq: MUJ 274. S. Owen.
477/577, 478/578, 479/579 Advanced Jazz Repertoire I,II,III (3,3,3) Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Prereq: MUJ 476/576. Koenigsberg.

480/580, 481/581, 482/582 Jazz Arranging I,II,III (3,3,3) Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Prereq: MUJ 272. Koenigsberg.

483/583, 484/584, 485/585 Advanced Jazz Arranging I,II,III (3,3,3) Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior and graduate degree recitals. Prereq: MUJ 482/582. S. Owen.

503 Thesis (1-16R)

605 Reading and Conference: [Topic] (1-4R)

660 Survey of Jazz Composition (3) Overview of important developments and historically significant figures in jazz composition and arranging. Analysis of their music and stylistic traits. Owen.

661 Jazz Program Planning and Development (3) Designing and nurturing a successful jazz program. Jazz curriculum, grant writing, budgets, resources, organizing student support, setting and reaching program goals. Owen.

690 Jazz Laboratory Band III (1R) See MUJ 390. **R** six times for maximum of 7 credits.

691 Jazz Laboratory Band II (1R) See MUJ 391. **R** six times for maximum of 7 credits.

692 Oregon Jazz Ensemble (1-2R) See MUJ 392. **R** six times for maximum of 14 credits.

695 Small Jazz Ensemble: [Topic] (1-2R) See MUJ 395. **R** six times for maximum of 14 credits.

Music Education Courses (MUE)

199 Special Studies: [Topic] (1-5R)

326 Foundations of Music Education (3) Professional orientation for prospective school music teachers; curricular, historical, philosophical, and social foundations of music education; ethical, professional, and social aspects of teaching; comprehensive field experience. Extra fee. P. Paul.

386, 387, 388 Teaching Laboratory I (1,1,1) Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education. Olin, T. Paul, Wiltshire.

392 Instrumental Techniques: [Topic] (1R) Elementary instruction in pedagogy and performance of various instruments. Sections in strings, woodwinds, brass, percussion, flute, clarinet and saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, cello, guitar, and voice. Instrument rental fee. Prereq: admission to music education. Extra fee.

401 Research: [Topic] (1-21R)

403 Thesis (1-12R)

405 Reading and Conference: [Topic] (1-4R) Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Recent courses include String Materials, Band Materials.

408/508 Workshop: [Topic] (1-21R) Recent courses include Band Instrument Repair, Choral Teachers, Orff-Schulwerk. Offered summer session only.

409 Practicum: [Topic] (1-4R) Recent courses include Public Schools.

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

411/511 Band Methods (3R) Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. Prereq: admission to music education; admission to the MUP 300 level on primary instrument; MUE 392, MUS 486; coreq: MUE 388 or 488. **R** once for a maximum of 6 credits. Wiltshire.

412/512 Elementary Music Methods (3) Introduction to a variety of skills and techniques necessary for successful music teaching in elementary school settings. Laboratory fee. Prereq: admission to music education; admission to the MUP 300 level; MUE 411/511, 413/513; coreq: MUE 486, 609. P. Paul.

413/513 Secondary Choral Methods (3) Secondary choral music curriculum, teaching methods, sight-singing

and music literacy, developing independent musicianship, philosophical and social foundation of vocal music education in the public schools. Prereq: admission to music education; admission to the MUP 300 level in voice or piano; MUS 484/584; coreq: MUE 388 or 488. Olin.

420/520 Contemporary Methods (3) Study of contemporary methodologies used in planning and implementation of musical experiences for children in elementary school, including Dalcroze, Kodály, Orff, and comprehensive musicianship. Prereq: MUE 412/512, MUS 484/584. P. Paul.

428/528 Music for Early Childhood (3R) Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. **R** once for a maximum of 6 credits. P. Paul.

429/529 Music in Special Education (3) Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. P. Paul.

430/530 Music Classroom Management (3R) Techniques in classroom management; crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations. R twice for a maximum of 9 credits. Diaz.

442/542 Teaching Singing in the Classroom (3) Methods for teaching group vocal technique in the classroom with emphasis on elementary, mid-level, and emerging adult voices. Concentration on development of the adolescent changing voice. Prereq: admission to music education; coreq: MUE 386. Olin.

444/544 Choral Materials for Schools (3) Repertoire for choral groups in secondary schools; choral music from early historical periods to the avant-garde; criteria for selection of choral music; instructional program and concert planning. Prereq: admission to the MUP 300 level in voice; MUE 442/542. Olin.

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. Diaz.

455/555 Marching Band Methods (3) Teaching methods for secondary school marching bands. Wiltshire.

456/556 String Methods (3) Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.

459/559 Suzuki Pedagogy I (3) Development of skills for teaching beginning violin students and their parents using the Suzuki method, its philosophies, and Book I repertoire. Required observation and teaching assignment with Community Music Institute. Pre- or coreq: MUE 607 (Seminar: Community Music Institute Preparation). Wells.

460/560 Suzuki Pedagogy II (3) Development of skills for teaching beginning violin students using the Suzuki method, its philosophies, and Book II repertoire; methods for introducing music-reading and basic ensemble skills. Prereq: MUE 459/559; coreq: MUE 607 (Seminar: Community Music Institute Preparation). Wells.

461/561 Suzuki Pedagogy III (3) Development of skills for teaching intermediate violin students using the Suzuki method, its philosophies, and Book III repertoire, as well as supplementary repertoire, etudes, and scale studies. Prereq: MUE 460/560; coreq: MUE 607 (Seminar: Community Music Institute Preparation). Wells.

462/562 Suzuki Pedagogy IV (3) Development of skills for teaching advanced intermediate violin students using the Suzuki method, its philosophies, and Book IV repertoire, as well as supplementary repertoire, etudes, and scale studies. Prereq: MUE 461/561. Wells.

463/563 Pedagogy Methods: Violin and Viola (2) Principles and techniques of violin and viola teaching selected from the pedagogical approaches of Flesch, Galamian, Dounis, Rolland. Straka, Lucktenberg.

471/571 Piano Pedagogy I: Teaching Beginners (3) In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Wachter. Offered alternate years; not offered 2013-14.

472/572 Piano Pedagogy II: Teaching Groups (2) Methods and materials for group instruction of all ages and levels. Survey of learning theories and new technologies. Individual and group teaching experience. Prereq: MUE 471/571; coreq: MUE 409 or 609. Wachter. Offered alternate years; not offered 2013-14.

473/573 Piano Pedagogy III: Teaching Intermediate Levels (2) Study of repertoire, technique, and teaching methods appropriate for intermediate-level piano students. Individual and master-class teaching experience. Prereq: MUE 472/572; coreq: MUE 409 or 609. Wachter. Offered alternate years; not offered 2013-14.

486, 487, 488 Teaching Laboratory II (1,1,1) See MUE 386, 387, 388. Prereq: admission to music education. Olin, P. Paul, Wiltshire.

491/591 Advanced Pedagogy: [Topic] (3R) Topics include Piano. **R** twice in different topics for maximum of 9 credits. Piano offered 2013-14 and alternate years.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)
605 Reading and Conference: [Topic] (1-4R) Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

606 Field Studies: [Topic] (1-16R) A recent topic is Field Practicum Music Education.

607 Seminar: [Topic] (1-5R) Recent topics are Thesis Organization.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-4R) A recent topic is Music September Experience. Prereq: knowledge and competence in the substance of the activity and in curricular planning.

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

613 Research Methods in Music Education (3) Experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. Diaz.

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. Diaz.

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. Wiltshire.

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. Diaz.

639 Pedagogy and Practicum: [Topic] (3R) Teaching strategies and practical application. Topics include composition, conducting, ethnomusicology, jazz studies, music education, music history, music technology, music theory, performance practice, instrumental conducting, voice, keyboard, strings, woodwinds, brass, and percussion. **R** twice when topic changes for maximum of 9 credits.

641 College Music Teaching (3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology at the college level, instructional techniques, tests and measurements. Tedards.

777 Supervised Field Experience (1R) Discussion of problems encountered in student teaching. Preparation of required work samples. Preparation for productive job search. P. Paul.

Performance Studies Courses (MUP)

Placement in nongroup performance studies requires an audition, which may be scheduled by appointment.

Extra fee for all MUP courses; additional maintenance fees for harpsichord, organ, and classical percussion

MUP 140-791 coreq for majors: enroll in major ensemble; no coreq for jazz lessons

Percussion studies (MUP 161, 191, 291, 361, 391, 491, 631, 661, 691, 761, 791) coreq: MUS 411/511, enroll in major ensemble

100-104 Basic Performance Studies: [Topic] (2R) 100: Piano, **101:** Voice, **102:** Strings, **103:** Woodwinds, **104:** Brass. Prereq: audition for MUP 103-105. **R** twice for maximum of 6 credits.

108 Intermediate Guitar Skills (2R) Beginning-level group instruction in music reading, chording techniques, improvisation, scales, and simple theory. Listening is an important part of the course. **R** once for maximum of 4 credits. Latarski.

110 Basic Performance Studies: Classical Guitar (2R) Studio instruction. Prereq: audition. **R** twice for maximum of 6 credits. Case.

120 Beginning Guitar I (3R) Beginning-level group instruction in the fundamentals of guitar playing, song accompaniment, ensemble playing, reading music, basic music theory, and practice skills. Students must provide own instruments. **R** twice for maximum of 9 credits. Case.

121 Beginning Guitar II (3R) Chord voicings, finger-style playing, and arranging. Requires music reading and barré-chord skills. Group instruction. Students must provide own instruments. Prereq: MUP 120. **R** twice for maximum of 9 credits. Case.

122 Funk Guitar (2R) Fundamental techniques and theory used by guitarists to play in a funk style of music. Group instruction. Students must provide own instruments. **R** twice for a maximum of 6 credits. Latarski.

127 Blues Guitar I (2R) Introduction to blues chords, scales, songs, and related techniques. Designed for beginners; students must provide own instruments. Group instruction. **R** once for maximum of 4 credits. Latarski.
140-161 Performance Studies: [Topic] (2-4R) Studio instruction in performance for students with minimal previous training. **140:** Voice, **141:** Piano, **142:** Harpsichord, **143:** Organ, **145:** Violin, **146:** Viola, **147:** Cello, **148:** Bass, **149:** Harp, **150:** Guitar, **151:** Flute, **152:** Oboe, **153:** Clarinet, **154:** Saxophone, **155:** Bassoon, **156:** Trumpet, **157:** French Horn, **158:** Trombone, **159:** Euphonium, **160:** Tuba, **161:** Percussion. Prereq: audition. **R** eleven times for maximum of 48 credits.

162 Performance Studies: [Topic] (1-5R) Recent topics include Beatles Guitar Music, Folk Harp, Jazz Drumset, Tabla, Baroque Cello. **R** when topic changes.

163 Functional Piano (2R) Group instruction in functional keyboard skills. Prereq: MUS 138. **R** twice for maximum of 6 credits. Baird.

171-191 Performance Studies: [Topic] (2-4R) Studio instruction. Technique and style of artistic performance. **171:** Piano, **172:** Harpsichord, **173:** Organ, **174:** Voice, **175:** Violin, **176:** Viola, **177:** Cello, **178:** Bass, **179:** Harp, **180:** Guitar, **181:** Flute, **182:** Oboe, **183:** Clarinet, **184:** Saxophone, **185:** Bassoon, **186:** Trumpet, **187:** French Horn, **188:** Trombone, **189:** Euphonium, **190:** Tuba, **191:** Percussion. Prereq: audition.

199 Special Studies: [Topic] (1-5R) Recent topics include Tabla, Tuba and Euphonium Routine, Breathing Technique.

271-291 Performance Studies: [Topic] (2-4R) Studio instruction. **271:** Piano, **272:** Harpsichord, **273:** Organ, **274:** Voice, **275:** Violin, **276:** Viola, **277:** Cello, **278:** Bass, **279:** Harp, **280:** Guitar, **281:** Flute, **282:** Oboe, **283:** Clarinet, **284:** Saxophone, **285:** Bassoon, **286:** Trumpet, **287:** French Horn, **288:** Trombone, **289:** Euphonium, **290:** Tuba, **291:** Percussion. Prereq: audition to demonstrate proficiency equivalent to completion of 100 level.

341-361 Performance Studies: [Topic] (2-4R) Studio instruction. **341:** Piano, **342:** Harpsichord, **343:** Organ, **344:** Voice, **345:** Violin, **346:** Viola, **347:** Cello, **348:** Bass, **349:** Harp, **350:** Guitar, **351:** Flute, **352:** Oboe, **353:** Clarinet, **354:** Saxophone, **355:** Bassoon, **356:** Trumpet, **357:** French Horn, **358:** Trombone, **359:** Euphonium, **360:** Tuba, **361:** Percussion. Prereq: jury audition, proficiency equivalent to completion of 200 level.

362 Performance Studies: [Topic] (1-5R) Recent topics include Beatles Guitar Music, Folk Harp, Jazz Drumset, Tabla, Baroque Cello, Continuo. **R** when topic changes.

371-391 Performance Studies: [Topic] (2-4R) Studio instruction. **371:** Piano, **372:** Harpsichord, **373:** Organ, **374:** Voice, **375:** Violin, **376:** Viola, **377:** Cello, **378:** Bass, **379:** Harp, **380:** Guitar, **381:** Flute, **382:** Oboe, **383:** Clarinet, **384:** Saxophone, **385:** Bassoon, **386:** Trumpet, **387:** French Horn, **388:** Trombone, **389:** Euphonium, **390:** Tuba, **391:** Percussion. Prereq: jury audition, proficiency equivalent to completion of MUP 271-291.

471-491 Performance Studies: [Topic] (2-4R) Studio instruction. **471:** Piano, **472:** Harpsichord, **473:** Organ, **474:** Voice, **475:** Violin, **476:** Viola, **477:** Cello, **478:** Bass, **479:** Harp, **480:** Guitar, **481:** Flute, **482:** Oboe, **483:** Clarinet, **484:** Saxophone, **485:** Bassoon, **486:** Trumpet, **487:** French Horn, **488:** Trombone, **489:** Euphonium, **490:** Tuba, **491:** Percussion. Prereq: audition to demonstrate proficiency equivalent to completion of MUP 371-391.

611-631 Performance Studies: [Topic] (2R) Studio instruction. **611:** Piano, **612:** Harpsichord, **613:** Organ, **614:** Voice, **615:** Violin, **616:** Viola, **617:** Cello, **618:** Bass, **619:** Harp, **620:** Guitar, **621:** Flute, **622:** Oboe, **623:** Clarinet, **624:** Saxophone, **625:** Bassoon, **626:** Trumpet, **627:** French Horn, **628:** Trombone, **629:** Euphonium, **630:** Tuba, **631:** Percussion. Prereq: jury audition to demonstrate proficiency required for admission to MUP 271-291. **R** for maximum of 6 credits.

641-661 Performance Studies: [Topic] (2-4R) Studio instruction. **641:** Piano, **642:** Harpsichord, **643:** Organ, **644:** Voice, **645:** Violin, **646:** Viola, **647:** Cello, **648:** Bass, **649:** Harp, **651:** Flute, **652:** Oboe, **653:** Clarinet, **654:** Saxophone, **655:** Bassoon, **656:** Trumpet, **657:** French Horn, **658:** Trombone, **659:** Euphonium, **660:** Tuba, **661:** Percussion. Prereq: jury audition to demonstrate proficiency required for admission to MUP 341-361 or 371-391. **R** for maximum of 12 credits.

662 Advanced Special Studies: [Topic] (1-5R) Recent topics include Baroque Cello, Beatles Guitar Music, Continuo, Folk Harp, Jazz Drumset. **R** when topic changes.

670-691 Performance Studies: [Topic] (2-4R) Studio instruction. **670:** Piano Accompanying, **671:** Piano, **672:** Harpsichord, **673:** Organ, **674:** Voice, **675:** Violin, **676:** Viola, **677:** Cello, **678:** Bass, **679:** Harp, **681:** Flute, **682:** Oboe, **683:** Clarinet, **684:** Saxophone, **685:** Bassoon, **686:** Trumpet, **687:** French Horn, **688:** Trombone, **689:** Euphonium, **690:** Tuba, **691:** Percussion. Prereq: jury audition to demonstrate proficiency at completion of MUP 471-491; sufficient talent and experience to justify undertaking performance at the master's level.

741-761 Performance Studies: [Topic] (2-4R) Studio instruction. **741:** Piano, **742:** Harpsichord, **743:** Organ, **744:** Voice, **745:** Violin, **746:** Viola, **747:** Cello, **748:** Bass, **749:** Harp, **751:** Flute, **752:** Oboe, **753:** Clarinet, **754:** Saxophone, **755:** Bassoon, **756:** Trumpet, **757:** French Horn, **758:** Trombone, **759:** Euphonium, **760:** Tuba, **761:** Percussion. Prereq: jury audition to demonstrate proficiency at completion of MUP 641-661 or 671-691, sufficient talent and experience to justify undertaking performance as a doctoral supporting area.

769 Performance Studies: Data-Driven Instruments (2-4) Examines how recent technology can be performed in real time to actuate and control musical outcomes. Prereq: Sufficient talent and experience to justify undertaking performance as a doctoral primary area.
770-791 Performance Studies: [Topic] (2-4R) Studio instruction. **770:** Collaborative Piano, **771:** Piano, **772:** Harpsichord (Not offered 2013-14), **773:** Organ (Not offered 2013-14), **774:** Voice, **775:** Violin, **776:** Viola, **777:** Cello, **778:** Bass (Not offered 2013-14), **779:** Harp (Not offered 2013-14), **781:** Flute, **782:** Oboe, **783:** Clarinet, **784:** Saxophone, **785:** Bassoon, **786:** Trumpet, **787:** French Horn, **788:** Trombone, **789:** Euphonium, **790:** Tuba, **791:** Percussion. Prereq: jury audition to demonstrate proficiency at completion of MUP 671-691, sufficient talent and experience to justify undertaking performance as a doctoral primary area.

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Academic Resources

Academic Extension

Curtis D. Lind, Senior Director

541-346-4231
800-824-2714

Baker Downtown Center
975 High St., Suite 110
1277 University of Oregon
Eugene OR 97403-1277

http://academicextension.uoregon.edu

Academic Extension at the University of Oregon provides exceptional credit and noncredit educational opportunities to people seeking university-level instruction and enrichment beyond the traditional campus experience. Activities include for-credit and noncredit lectures, conferences, seminars, workshops, and formal courses with opportunities to earn a variety of credentials, from nondegree certificates of completion to a graduate degree.

Academic Programs

Applied Information Management (AIM) Master's Degree

http://aim.uoregon.edu

This interdisciplinary master of science degree is designed to engage midcareer professionals in relevant studies in information management, information design, business management, and applied research. Course work is fully online. See the **Graduate Studies** section of this catalog for a complete program description.

Community Education

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 per academic term at reduced fees. Credits earned through the Community Education Program are listed on a student's permanent UO academic record.

Distance Education

http://de.uoregon.edu

Distance Education's online format provides both admitted and community education students the flexibility of completing course work outside the traditional classroom setting. Courses follow the academic term schedule. Delivery format and assessment methods vary by course but all require frequent access to e-mail and a web browser. Some courses have examinations that are administered by the Social Science Instructional Laboratories.

Professional Development for Educators

http://pde.uoregon.edu

Academic Extension partners with departments in the College of Education to offer a variety of programs, including a limited number of off-campus graduate degrees and licensure certificates. In addition, a series of professional development workshops featuring educational innovations are designed for in-service teachers; topics include cultural diversity, art education, instructional strategies, mathematics focal points, reading motivation, and writing benchmarks. Workshops meet licensure requirements for K-12 educators.

Substance Abuse Prevention Program

http://sapp.uoregon.edu

The Substance Abuse Prevention Program (SAPP) provides education and training related to substance abuse prevention, intervention, treatment, recovery, and related topics. See the **Counseling Psychology and Human Services** section of this catalog (under the College of Education link) for a complete program description.

Summer Session

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 eleven-week 2014 summer session lasts from June 24 to September 6.

Financial Aid. The university can assist students with loans, grants, and part-time work during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree. A student must be in good academic standing to receive financial aid. Additional information and application forms are available on the UO financial aid website.

Housing. Single- and multiple-occupancy rooms in university residence halls are available in summer. Student family housing is limited because year-round students occupy most units during the summer. Rental houses, apartments, and various short-term rentals are available near the campus.

Sustainability Leadership Program

http://sustain.uoregon.edu

This program offers a series of workshops on sustainability practices, designed to provide theoretical foundations and practical tools to produce sustainable economic, social, and environmental outcomes for both public and private sectors. A certificate of completion option is available. Academic credit from the School of Architecture and Allied Arts is available for most sessions.

Lifelong Learning

Osher Lifelong Learning Institute

http://osher.uoregon.edu

This noncredit, self-support program was originally established in 1993 as Learning in Retirement. Designed to meet the educational interests of mature adults, the Osher Lifelong Learning Institute offers programs in Eugene-Springfield, central Oregon, and Portland. The curriculum explores the humanities, the sciences, current affairs, and the arts, through a varied schedule of lectures, short courses, study and discussion groups, and other activities. An annual fee covers participation in the majority of program offerings. Previous attendance or association with the University of Oregon is not required for membership.

Road Scholar Program for the Oregon Bach Festival

http://academicextension.uoregon.edu/roadscholar/index.php

Road Scholar is the new name for programs offered by Elderhostel Inc., the nonprofit world leader in

educational travel for lifelong learners. Working in cooperation with the Oregon Bach Festival, Academic Extension offers weeklong Road Scholar sessions scheduled during this prestigious musical event. The Road Scholar Program for the Oregon Bach Festival offers in-depth and behind-the-scenes learning experiences that blend musical concerts with courses and lectures led by orchestra members and University of Oregon faculty members.

Other Services

http://academicextension.uoregon.edu/services

Customized Training

Courses can be designed to meet the needs of a particular group or organization at the local, regional, or national level, for business, industry, public utilities, and education.

Conferences and Special Programs

Administrative support is provided for a variety of conferences and noncredit workshops, including events offered by academic departments and individual faculty members developing activities for UO students and community members, academic societies, association regional meetings, and nonacademic community-interest programs.

AHA International

Anne Haberkern, Executive Director

503-295-7730
800-654-2051
70 NW Couch St., Suite 242
Portland OR 97209

anneh@uoregon.edu
www.ahastudyabroad.org

AHA International, an academic program of the university and a division of the Office of International Affairs, operates study abroad programs in Africa, western Europe, Latin America, and Oceania. Headquartered in Portland, AHA serves students from universities and university consortia across the United States. More than 50,000 students have benefited from AHA International's programs since 1957, enhancing intercultural competency and academic experience. Complete program and application information is available online.

Air Force ROTC

541-737-3291
800-633-7352

AFROTC Detachment 685
308 McAlexander Field House
Oregon State University
Corvallis OR 97331

http://oregonstate.edu/dept/afrotc

Students interested in obtaining an officer's commission in the United States Air Force upon graduation may join the Air Force Reserve Officers Training Corps (AFROTC) program offered through the Department of Aerospace Studies at Oregon State University. Undergraduate credits earned in this program may be transferred to the University of Oregon as elective credits. Students may complete a degree in any field while in the program. Students are responsible for tuition and fees as assessed by Oregon State University.

Programs

The following programs are open to qualified students.

Four-Year Program

The four-year program consists of the general military course (six terms of lower-division air force studies courses, including a laboratory each term) and the professional officer course (six terms of upper-division air force studies courses, including a laboratory each term). Four-year cadets attend a field training course 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 (currently inactive)

Entry is competitive. Application should be made early in the fall term of the student's sophomore year. Participants must attend a field training course for six weeks in the summer before their junior year of college. The curriculum includes six terms of upper-division aerospace 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.

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; combat systems officers and air battle managers incur a six-year obligation after initial training, and all others agree to serve for four years after receiving the commission.

Scholarships

Scholarships are available for qualified students. Interested high school students should apply online by December 1, prior to the academic year for which the student is applying. Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, $900 a year for textbooks, and as much as $500 as a monthly stipend.

For further details, visit the website, contact the AFROTC Detachment at the telephone numbers listed above, or e-mail afrotc@oregonstate.edu .

Allowances, Uniforms, Textbooks

Students on an Air Force ROTC scholarship or enrolled in the professional officer course are paid a monthly stipend. Uniforms and textbooks for both the general military course and professional officer 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; successful completion is required for cadets prior to membership in the professional officer course. Students are paid varying amounts for each of these training periods.

Standards

Cadets must be U.S. citizens of sound physical condition and high moral character and must be commissioned as Air Force officers before reaching age thirty.

Other Educational Opportunities

After completing AFROTC requirements, advanced degrees may be sought by delaying active-duty commitments. Some commissioned officers continue advanced studies through fully funded Air Force Institute of Technology programs. Special provisions are available for medical and law students.

For more information about Air Force ROTC programs, write to the department mailing address or visit the Oregon State University AFROTC website.

American English Institute

Cynthia Kieffer, 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 provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate students in ESL methodology, second-language acquisition, and curriculum development as well as research opportunities in the acquisition and teaching of language and related fields. See also American English Institute in the **Linguistics** section of this catalog.

Army ROTC

See **Military Science**

Information Services

Melissa Woo, Vice Provost for Information Services and Chief Information Officer

541-346-1702
541-346-4397 fax

257 Computing Center, 151 McKenzie Hall
1212 University of Oregon
Eugene OR 97403-1212

cio@uoregon.edu
http://it.uoregon.edu

Information Services provides campuswide services such as e-mail accounts and passwords, WiFi and wired networking, calendaring, cable TV, telephones and voicemail, and a help desk and hardware repair shop for software and hardware problems. Information Services also operates the administrative software for finance, student records, human resources management, and payroll, as well as the servers and storage that run all of these services.

International Affairs

Dennis Galvan, Vice Provost for International Affairs

541-346-5851

333 Oregon Hall

http://international.uoregon.edu

The Office of International Affairs manages study-abroad and overseas internship opportunities, welcomes and supports international students and scholars, and coordinates the wide range of international projects and transnational partnerships launched and maintained in many university academic units. The university enrolls more than 2,000 international students from nearly ninety countries, and sponsors 190 study abroad programs in ninety countries. More than 1,200 UO students participate in study or internships overseas each year. Through AHA International, the office also provides study abroad services at eighteen global locations to students from nearly two dozen partner universities in the Pacific Northwest and the Midwest.

The office also hosts a number of internationally oriented research and outreach centers, including the University of Oregon Confucius Institute for Global China Studies, Center for Asian and Pacific Studies, Center for Applied Second-Language Studies, Gabon-Oregon Transnational Research Center on Environment and Development, Global Oregon Initiative, and the statewide Oregon African Studies Consortium.

Mills International Center

Sonja Rasmussen, Coordinator

541-346-0887

mills.uoregon.edu

The Mills International Center, located in the Erb Memorial Union, is known on campus as "a meeting place for the world." More than 32,000 students and members of the faculty and community visit the center annually to study, attend international events, relax, or use the media resources-travel and adventure books and DVDs, international magazines, newspapers, cookbooks, CDs, and films. Groups from all over campus reserve the center for their activities, and nearly 400 events were held at the center last year.

International Student and Scholar Services

Abe Schafermeyer, Director

541-346-3206

333 Oregon Hall

International Student and Scholar Services provides advising to international students and scholars regarding visa matters, questions about the Student and Exchange Visitor Information System, academic English support services, admission inquiries, housing options, employment opportunities, tax issues, and scholarship aid. In addition, confidential academic and personal counseling is offered to help students adjust to life in the United States.

Each term, this unit organizes a comprehensive orientation event to help familiarize students with the university and community. More than 1,200 students participate in the orientations each year. The Friendship Foundation for International Students, a community organization that works in concert with International Student and Scholar Services, provides short home-stay programs for students participating in the orientation event. The office also helps coordinate the Community-International Friend Program, which introduces international students to local families, and the Conversation Friend Program, in which students may practice their English skills one on one with an American.

This unit also administers several scholarship programs for international students including the International Cultural Service Program, in which forty to fifty students each year receive scholarship assistance in exchange for providing cultural programming to the larger Eugene-Springfield community. International students share their culture through music, games, and stories at K-12 schools, nonprofit organizations, and organized cultural

night events on campus.

Study Abroad Programs

Cari Vanderkar Moore, Director

541-346-3207

333 Oregon Hall

Students can study, conduct research, or hold internships abroad by participating in exchange, internship, or study abroad programs. More complete information about each program is available online at http://studyabroad.uoregon.edu/index.php or published in the brochures available in the Office of International Affairs.

New Programs

The Foreign Study Programs Committee reviews UO-sponsored study abroad programs and approves new program proposals. Information about recent developments is available from the Office of International Affairs.

Internships

University of Oregon students may 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 study abroad programs, they are eligible to receive most or all of their UO-awarded financial aid. Grants are available to qualified graduating seniors and graduate students for research, university study, and overseas teaching. Fulbright grant applications must be submitted to the Fulbright program advisor in early fall. The Office of International Affairs offers scholarship and grant advising for students.

Study Abroad Courses

Each subject code below is unique to a single study abroad program. As in other UO courses, course level is indicated by the first digit in the course number:

1=freshman

2=sophomore

3=junior

4=senior

6=graduate

Participating students are registered in courses with the subject codes, numbers, titles, and credit ranges shown below. After UO course equivalents are determined, the generic study abroad information is replaced with appropriate course-level designations, titles, and credits. For example, a junior-level 5-credit course in the history of 19th-century Australia that was taken at La Trobe University appears on the student's permanent UO academic record as **OLAT 388 HIST: Australia in the 19th Century 5 [credits]**.

Argentina

OROS 188, 288, 388, 488 Overseas Studies: Rosario, Argentina (1-12R)

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)

Chile

OVAL 188, 288, 388, 488 Overseas Studies: Valdivia, Chile (1-12R)

China

OBEI 288, 388, 488 Overseas Studies: Beijing, Central Institute for Nationalities (1-12R)

OCFP 188, 288, 388, 488 Overseas Studies: Chinese Flagship Program (1-12R)

OHKU 188, 288, 388, 488, 688 Overseas Studies: University of Hong Kong (1-12R)

ONTU 188, 288, 388, 488, 688 Overseas Studies: National Taiwan University (1-12R)

The Czech Republic

OCHA 188, 288, 388, 488 Overseas Studies: Prague, Charles University (CIEE) (1-12R)

Denmark

OCBS 188, 288, 388, 488, 688 Overseas Studies: Copenhagen Business School, Denmark (1-12R)

ODIS 188, 288, 388, 488, 688 Overseas Studies: Copenhagen, Denmark's International Study Program (1-12R)

Ecuador

OQUI 188, 288, 388, 488 Overseas Studies: Quito, Catholic University of Ecuador (1-12R)

England

OBRI 188, 288, 388, 488 Overseas Studies: Bristol, Bristol University (1-12R)

OBRT 388, 488, 688 Overseas Studies: London (1-12R)

OCAM 188, 288, 388, 488 Overseas Studies: Cambridge International Summer School, England (1-12R)

OLON 188, 288, 388, 488 Overseas Studies: London, NCSA Program (1-12R)

OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1-12R)

Finland

OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1-12R)

France

OANG 188, 288, 388, 488 Overseas Studies: Angers, NCSA Program (1-12R)

OLYO 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) (1-12R)

OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers (1-12R)

Germany

OBWU 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1-12R)

OSIP 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1-12R)

Ghana

OGHA 188, 288, 388, 488, 688 Overseas Studies: Journalism Program, Accra, Ghana (1-12R)

OLEG 188, 288, 388, 488 Overseas Studies: Legon, University of Ghana (1-12R)

Greece

OATH 188, 288, 388, 488 Overseas Studies: Athens, Greece (1-12R)

Hungary

OBUD 188, 288, 388, 488 Overseas Studies: Budapest, Budapest University of Economic Sciences (1-12R)

Ireland

ODUB 188, 288, 388, 488 Overseas Studies: Dublin, Ireland (1-12R)

OGAL 188, 288, 388, 488 Overseas Studies: Galway, Ireland (1-12R)

Israel

OHUJ 188, 288, 388, 488 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1-12R)

Italy

OMCT 188, 288, 388, 488 Overseas Studies: Macerata, Italy (1-12R)

OPAV 188, 288, 388, 488, 688 Overseas Studies: Pavia, University of Pavia (1-12R)

OPDG 188, 288, 388, 488 Overseas Studies: Paderno del Grappa, Italy (1-12R)

OROM 488, 688 Overseas Studies: Rome, Summer Architecture Studio (1-12R)

OSIE 188, 288, 388, 488 Overseas Studies: Siena, NCSA Program (1-12R)

Japan

OAKI 188, 288, 388, 488 Overseas Studies: Akita International University, Japan (1-12R)

OHOU 188, 288, 388, 488, 688 Overseas Studies: Hokkaido University, Sapporo, Japan (1-12R)

OMEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Meiji University (1-12R)

OSEN 188, 288, 388, 488 Overseas Studies: Tokyo, Senshu University (1-12R)

OWAS 188, 288, 388, 488 Overseas Studies: Tokyo, Waseda University (1-12R)

Mexico

OMOR 188, 288, 388, 488 Overseas Studies: Morelia, Mexico (1-12R)

OQUE 188, 288, 388, 488, 688 Overseas Studies: Querétaro, Summer Study in Mexico (1-12R)

New Zealand

OUOT 188, 288, 388, 488, 688 Overseas Studies: University of Otago, Dunedin, New Zealand (1-12R)

Norway

OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1-12R)

OSLO 188, 288, 388, 488, 688 Overseas Studies: University of Oslo, Norway (1-12R)

Poland

OWAR 188, 288, 388, 488 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIEE) (1-12R)

Russia

OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1-12R)

OSTP 188, 288, 388, 488 Overseas Studies: Russia (CIEE) (1-12R)

Scotland

OUAB 188, 288, 388, 488, 688 Overseas Studies: Aberdeen, University of Aberdeen (1-12R)

Senegal

OSSP 188, 288, 388, 488, 688 Overseas Studies: Senegal Summer Program, Dakar, Senegal (1-12R)

Singapore

ONUS 188, 288, 388, 488, 688 Overseas Studies: National University of Singapore (1-12R)

South Korea

OEWH 188, 288, 388, 488, 688 Overseas Studies: Seoul, Ewha Womans University (1-12R)

OHAU 188, 288, 388, 488, 688 Overseas Studies: Hanyang University, Seoul, South Korea (1-12R)

OYON 188, 288, 388, 488, 688 Overseas Studies: Seoul, Yonsei University (1-12R)

Spain

OOVI 188, 288, 388, 488 Overseas Studies: Oviedo, Spain (1-12R)

OSEG 188, 288, 388, 488 Overseas Studies: Segovia, Spain (1-12R)

OSVL 188, 288, 388, 488 Overseas Studies: Seville, University of Seville (CIEE) (1-12R)

Sweden

OUPP 188, 288, 388, 488, 688 Overseas Studies: Uppsala, Uppsala University (1-12R)

Thailand

OKKU 188, 288, 388, 488 Overseas Studies: Khon Kaen, Khon Kaen University (CIEE) (1-12R)

Internships
OINT 488, 688 Overseas Studies: Internships (1-12R)

Multiple Regions

OCIE 188, 288, 388, 488 Overseas Studies: Council for International Educational Exchange (1-12R)

OSAS 188, 288, 388, 488 Overseas Studies: Semester at Sea (1-12R)

OSIT 188, 288, 388, 488 Overseas Studies: School for International Training (1-12R)

Experimental Programs

Africa

OXAF 188, 288, 388, 488, 688 Overseas Experimental Program: Africa (1-12R)

Asia and Oceania

OXAO 188, 288, 388, 488, 688 Overseas Experimental Program: Asia and Oceania (1-12R)

Europe

OXEU 188, 288, 388, 488, 688 Overseas Experimental Program: Europe (1-12R)

Latin America

OXLA 188, 288, 388, 488, 688 Overseas Experimental Program: Latin America (1-12R)

Middle East

OXME 188, 288, 388, 488, 688 Overseas Experimental Program: Middle East (1-12R)

Labor Education and Research Center

Robert Bussel, Director

541-346-5054
541-346-2790 fax

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Eugene OR 97403-1289

http://pages.uoregon.edu/lerc

Faculty

Robert Bussel, associate professor. BA, 1973, Cornell; MEd, 1983, Rutgers; PhD, 1993, Cornell. (2002)

Barbara Byrd, senior instructor; coordinator, Portland Center. BA, 1971, Rice; MS, 1978, Massachusetts at Amherst; PhD, 1988, Texas, Austin. (1994)

Lynn M. Feekin, senior instructor. BA, 1972, Northern Iowa. (1994)

Jennifer Hess, research associate. BS, 1983, Western Washington; MPH, 1996, Washington (Seattle); PhD, 2004, Oregon. (2002)

Gordon Lafer, associate professor. BA, 1983, Swarthmore; MA, 1989, MPh, 1992, PhD, 1995, Yale University. (1997)

Helen Moss, senior instructor. BA, 1982, San Francisco State; MA, 2001, Portland State University. (2000)
Marcus Widenor, associate professor. BA, 1974, Antioch; MA, 1976, Massachusetts at Amherst. (1983)

Emeriti

Steven Deutsch, professor emeritus. See **Sociology**.

James J. Gallagher, associate professor emeritus. BA, 1961, California, Berkeley. (1978)

Margaret J. Hallock, professor emerita. BA, 1969, Southern California; MA, 1971, PhD, 1974, Claremont. (1988)

Steven F. Hecker, associate professor emeritus. BA, 1972, Yale; MS, 1981, Washington (Seattle). (1998)

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

About the Center

The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 by the Oregon Legislative Assembly on the recommendation of the State Board of Higher Education. It was founded to serve the educational and research needs of Oregon workers and their organizations.

The center serves as a liaison between members of Oregon's labor community and the state university system. Research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, and members of the academic community.

The center produces educational programs including seminars, conferences, and short courses on campus and throughout the state. It offers training and education to unionists in grievance handling, arbitration, collective bargaining, health and safety, and issues of concern in today's complex and rapidly changing economy.

The broader labor relations community of arbitrators, mediators, and labor relations professionals is served through LERC's conferences and programs on public- and private-sector labor law, worker participation, and labor-management cooperation.

Faculty members are engaged in research on current and emerging issues in labor relations and working life. Areas of research include the changing environment and structure of collective bargaining, sustainability and green jobs, immigration and Oregon's changing work force, workplace health and safety, privatization, and worker rights in organizing and dispute resolution. The center publishes a regular monograph series and occasional working papers.

The center is advised by a committee of representatives from state labor organizations.

Most of the center's courses are offered without credit. However, workers participating in LERC programs can arrange for academic credit when certain conditions are met.

The center conducts a participatory learning experience for undergraduate students-an intensive internship with Oregon labor unions on research and related projects. Students earn 4 credits each term of the internship. LERC faculty members also teach courses in the history and political science departments.

Students may be eligible to participate in field studies or special seminars through the center. These courses are limited to students who have made acceptable arrangements for study with individual center faculty members; they are subject to the approval of the director. The center's faculty members work with a student to determine how a LERC course fits into his or her academic program. Faculty members are available to students for consultation related to the center's interest areas. More information is available from the center.

LERC in Portland. LERC offices in Portland offer services to the metropolitan area through general and specialized programs. The Portland office is located in the University of Oregon's White Stag Block at 70 NW Couch Street, Suite 353; telephone 503-412-3721.

The Labor Education and Research Center is a member of the United Association for Labor Education and the Pacific Northwest Labor History Association.

Labor Education and Research Center Courses (LERC)

401 Research: [Topic] (1-21R)

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

406 Supervised Field Study: [Topic] (1-21R) Supervised activity related to areas such as labor education, local union administration, and job safety and health.

407/507 Seminar: [Topic] (1-5R) Recent topics include Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, Unions and Workforce Development, Workers' Compensation. Only a few seminars can be offered each year.
408/508 Workshop: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-5R) Topics include Bargaining Simulations, Techniques of Labor Education, Unions and Technology.

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

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

606 Supervised Field Studies (1-16R)

608 Workshop: [Topic] (1-16R)

Libraries

Deborah A. Carver, Philip H. Knight Dean of Libraries

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Faculty

Jaye A. Barlous, assistant librarian; law reference librarian. BA, 1986, Florida Atlantic; JD, 1989, Nova Southeastern; MLIS, 2003, Washington (Seattle). (2010)

Margaret H. Bean, associate librarian; head, science library. BA, 1978, Scripps College; MLS, 1979, California, Berkeley. (2007)

Andrew R. Bonamici, senior librarian; associate university librarian for media and instructional services. BA, 1983, Marylhurst; AMLS, 1984, Michigan, Ann Arbor. (1985)

Sara N. Brownmiller, professor; director, library systems. BA, 1974, Incarnate Word; MLS, 1978, Arizona. (1987)

Barbara A. Butler, professor; science librarian. BS, 1980, MS, 1983, California, Davis; MLIS, 1990, California, Berkeley. (1992)

Deborah A. Carver, senior librarian; Philip H. Knight Dean of Libraries. BA, 1973, Massachusetts; MLS, 1976, North Carolina, Chapel Hill; MPA, 1984, Virginia, Charlottesville. (1990)

Karen M. Estlund, associate librarian; head, Digital Scholarship Center. BA, 2001, Reed College; MLIS, 2005, Washington (Seattle). (2007)

David C. Fowler, associate professor; head, licensing, grants administration, and collection analysis. BA, 1984, Alaska, Anchorage; MLS, 1995, State University of New York, Albany. (2006).

James D. Fox, associate librarian; head, special collections and university archives. BA, 1980, California, Santa Cruz; MA, 1984, Chicago; MLS, 1986, Columbia. (2000)

Paul A. Frantz, professor; head, reference and research services. BA, 1972, Alberta; MA, 1977, Portland State; MLS, 1984, Washington (Seattle). (1986)

Nathan Georgitis, associate librarian; digital collections librarian. BA, 1996, Brown; MLS, 2000, Simmons College. (2003)

Mary C. Grenci, associate librarian; serials catalog team leader. BMus, 1985, Youngstown State; MMus, 1987, New England Conservatory of Music; MLS, 1995, Southern Connecticut. (1996)

Heghine Hakobyan, assistant librarian; Slavic librarian. BA, 1983, Kurgan College of Culture and Enlightenment; MA, 1988, Tyuman State University; MLIS, 2003, City University of New York, Queens College. (2007)

Joni Herbst, associate professor; technical services law librarian. BS, 1981, Arizona State; MLS, 1986, Arizona. (1994)

Kira B. Homo, assistant librarian; electronic records archivist. BA, 1999, Hanover College; MA, 2001, Toronto; MLS, 2004, Indiana, Bloomington. (2010)
Mary Ann Hyatt, professor; director, law library. BA, 1979, Rhodes; MLS, 1980, Emory; JD, 1993, Washington (Seattle). (2004)

Barbara Baxter Jenkins, professor; director, instruction and campus partnerships. BA, 1978, Earlham; MLS, 1982, Chicago. (1992)

David H. Ketchum, assistant librarian; resource sharing librarian. BA, 2004, Montana; MLIS, 2008, Southern Mississippi. (2012)

Kathleen M. Lenn, professor; special sciences-education librarian. BA, 1983, Eastern Illinois; MLS, 1985, Illinois. (1985)

Cara A. List, associate professor; architecture and allied arts librarian. BA, 1984, Scripps; MFA, 1990, School of Visual Arts; MLIS, 1998, Michigan, Ann Arbor. (2000)

Linda J. Long, associate librarian; manuscripts librarian. BA, 1978, Seattle; MA, 1979, Case Western; MLS, 1987, Brigham Young. (1997)

Michael Majdic, professor; television producer and director, Center for Media and Educational Technologies. BA, 1984, Illinois at Urbana-Champaign; MA, 1993, Sangamon State. (1994)

Kevin McDowell, assistant librarian; Japanese studies librarian. BA, 1992, Oregon; MA, 2002, British Columbia; MLIS, 2003, Arizona. (2012)

Kelley C. McGrath, assistant librarian; metadata management librarian. BA, 1992, Ohio State; MLS, 1999, Indiana, Bloomington. (2010)

Stephanie A. Midkiff, associate librarian; law reference librarian. BA, 1978, JD, 1985, MLS, 1994, Kentucky. (1997)

Ann E. Miller, associate librarian; head, collection services. BA, 1980, Goshen College; AMLS, 1983, Michigan, Ann Arbor. (2008)

Victoria S. Mitchell, associate librarian; social sciences data services and government documents librarian. BS, 1979, California; MSLIS, 1989, Simmons College. (2001)

Karen E. Munro, associate librarian; head, Portland Library and Learning Commons. BA, 1995, McGill; MFA, 1999, Iowa; MLIS, 2002, British Columbia. (2008)

Angus B. Nesbit, associate librarian; law reference librarian. BA, 1984, Maine; MLIS, 1985, Pittsburgh; JD, 1992, Oregon. (1997)

Rosemary Nigro, assistant librarian; acquisitions librarian. BA, 1993, Yale; MLIS, 2003, Simmons College. (2007)

Jennifer R. O'Neal, assistant librarian; Mary Corrigan and Richard Solari University Historian and Archivist. BS, 1999, MA, 2002, Utah State; MLIS, 2003, Arizona. (2012)

Elizabeth M. Peterson, associate professor; humanities librarian-literature. BA, 1990, California, Santa Cruz; MLIS, 2002, San Jose State. (2006)

Kelly Christianson Reynolds, assistant librarian; law reference librarian. BS, 1997, Washington and Lee; JD, 2000, Brigham Young; MLIS, 2004, North Texas. (2011)

Miriam E. Rigby, assistant librarian; social sciences librarian. BA, 2002, Reed College; MA, 2004, Chicago; MLIS, 2008, Washington (Seattle). (2008)

Lori Proudfit Robare, professor; monographic catalog team leader. BA, 1982, Lewis and Clark; MA, 1986, Monterey Institute of International Studies; MLIS, 1992, California, Berkeley. (1994)

John E. Russell, associate librarian; scholarly communications librarian-history. BA, 1993, Vermont; MLS, 2004, Indiana. (2007)

Ann B. Shaffer, assistant librarian; music librarian. BA, 1998, Smith College; MA, 2004, PhD, ABD, 2008, Indiana, Bloomington. (2011)

Julia C. Simic, associate professor; visual resources librarian. BA, 1993, MLS, 1996, Indiana. (2006)

Nancy Slight-Gibney, professor; director, library resource management and assessment. BA, 1978, MA, 1986, Oregon; MLIS, 1990, Michigan, Ann Arbor. (1993)

Jeffrey Staiger, associate librarian; humanities librarian-Romance languages. BA, 1985, Williams College; PhD, 1997, California, MLIS, 2005, Rutgers. (2006)

Laine Stambaugh, senior librarian; personnel librarian. BA, 1977, MA, 1986, California State, Long Beach; MLS, 1987, Arizona. (1987)

Kathleen P. Stroud, assistant librarian; David and Nancy Petrone Map-GIS Librarian. BS, 1988, Pennsylvania State; MLS, 2005, Maryland, College Park. (2011)
Bruce Harwood Tabb, associate professor; special collections librarian. BMus, 1987, Cincinnati; MMus, 1989, Yale; MLS, 1991, Southern Connecticut. (1992)

Edward H. Teague, professor; head, architecture and allied arts library. BFA, 1972, North Carolina, Chapel Hill; MA, 1976, Georgia; MLS, 1978, North Carolina, Chapel Hill. (2001)

Ngoc-Yen Tran, assistant librarian; undergraduate services librarian. BA, 2006, Willamette; MLIS, 2008, Washington (Seattle). (2012)

Ilona Tsutsui, assistant librarian; law collections and electronic resources librarian. BS, 1997, Oregon; MLS, 2006, Emporia State. (2008)

Dean P. Walton, associate professor; science librarian. BS, 1983, American; PhD, 1990, Georgetown; MLS, 2005, Southern Connecticut State. (2005)

Hsiao-Guang "Daphne" Wang, associate librarian; East Asian catalog team leader. BA, 1984, MLS, 1986, Rutgers. (1997)

Mark R. Watson, senior librarian; associate university librarian for collections and access. BA, 1981, Whitworth; MA, 1983, Washington State; AM, 1986, Chicago. (1986)

Brian D. Westra, associate librarian; Lorry I. Lokey Science Data Services Librarian. BA, 1984, Dordt College; MS, 1991, Western Washington; MLIS, 1998, Michigan, Ann Arbor. (2008)

Ann Zeidman-Karpinski, associate professor; science and technology services librarian. BA, 1992, Oberlin; MA, 1996, Rutgers; MLIS, 2002, California, Los Angeles. (2002)

Kaiping Zhang, associate librarian; business and economics librarian. BA, 1967, Beijing Institute of Foreign Languages; MLS, 1992, State University of New York, Albany. (2000)

Emeriti

Rodney E. Christensen, professor emeritus. BS, 1956, MS, 1957, Northern Illinois; MS, 1967, Southern California. (1967)

Lawrence N. Crumb, associate professor emeritus. BA, 1958, Pomona; MA, 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House. (1978)

Kenneth W. Duckett, professor emeritus. BA, 1950, Denver; MS, 1954, Wisconsin, Madison. (1979)

Katherine G. Eaton, associate professor emerita. BA, 1944, Minnesota; MS, 1952, MS, 1968, Oregon. (1970)

J. Richard Heinzkill, professor emeritus. BA, 1955, Saint John's (Collegeville); AMLS, 1964, Michigan, Ann Arbor. (1967)

Jane Yen-Cheng Hsu, assistant professor emerita. BA, 1946, Gingling Girls' School, Nanking. (1956)

Donald L. Hunter, professor emeritus. BS, 1945, Nebraska. (1946)

Dennis R. Hyatt, professor emeritus. BA, 1969, Missouri; JD, 1972, MLL, 1974, Washington (Seattle). (1976)

Edward C. Kemp, professor emeritus. AB, 1951, Harvard; MLS, 1955, California, Berkeley. (1955)

William C. Leonard, professor emeritus. AA, 1958, San Jose City; BS, 1965, MS, 1970, Oregon. (1968)

Howard A. Lindstrom, associate professor emeritus. BS, 1958, Southern Oregon State; MA, 1966, California State, San Jose; EdD, 1987, Oregon. (1987)

Robin B. Lodewick, assistant professor emerita. BA, 1959, Brooklyn; MLS, 1961, Rutgers. (1961)

Reyburn R. McCready, associate professor emeritus. BA, 1950, John Brown; MA, 1961, Denver. (1961)

Guido A. Palandri, professor emeritus. BA, 1949, Oregon; BLS, 1954, California, Berkeley. (1960)

Huibert Paul, assistant professor emeritus. BA, 1963, Sophia, Tokyo; MLS, 1965, California, Berkeley. (1965)

K. Keith Richard, professor emeritus. BS, 1958, Oregon College of Education; MS, 1964, MLS, 1971, Oregon. (1972)

Claire Runkel, assistant professor emerita. BA, 1958, MA, 1961, Minnesota. (1961)

George W. Shipman, university librarian and Philip H. Knight Chair 1997-2000 emeritus. BA, 1963, Albion; MA, 1965, Western Michigan; AMLS, 1967, Michigan, Ann Arbor. (1980)

Marcia J. Sigler, assistant professor emerita. BA, 1944, Ohio Wesleyan; BS, 1956, MLS, 1958, California, Berkeley. (1969)

Ruth E. South, associate professor emerita. BA, 1950, MLS, 1972, MA, 1981, Oregon. (1973)

Christine L. Sundt, professor emerita. BA, 1969, Illinois, Chicago; MA, 1972, Wisconsin, Madison. (1985)
Luise E. Walker, associate professor emerita; science reference librarian. AB, 1951, Washington (Seattle); AMLS, 1955, Michigan, Ann Arbor; MS, 1961, State University of New York, College of Environmental Sciences and Forestry. (1967)

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

About the Libraries

The University of Oregon Libraries supports the instructional and research programs of the university and is open to the general public. The range of support provided to the faculty and students is broad, including reference and research assistance, access to collections, interlibrary loan and reserve reading programs, credit and noncredit library courses, access to computers and electronic resources, instructional technology support and training, media-rich classroom facilities, wireless access, and campuswide classroom technology support.

The UO Libraries, an Association of Research Libraries member, houses the second-largest research collection in the Pacific Northwest, serving as many as 11,000 users per day. Extensive holdings of manuscripts, microforms, CDs, DVDs, phonograph records, films, videotapes, slides, maps, and state, federal, and international documents complement the core collections. To meet the growing demand for digital resources, the UO Libraries is actively expanding its digital holdings and forging partnerships to increase access to digitized collections.

Facilities and Resources

University of Oregon Libraries comprises Knight Library, five on-campus branch libraries, and two off-campus branch libraries. On-campus libraries include the Global Scholars Hall Library Commons; John E. Jaqua Law Library, located in the Knight Law Center; the Science Library, located in the science complex; the Mathematics Library, in Fenton Hall; and the Architecture and Allied Arts Library, in Lawrence Hall. Off-campus libraries include the Loyd and Dorothy Rippey Library at the Oregon Institute of Marine Biology in Charleston, Oregon, and the Portland Library and Learning Commons. Reference service is provided in all campus libraries. For library hours, call 541-346-3054 or consult the website.

All libraries provide access to an array of technology, including scanning equipment, digital cameras, color printers, and desktop computers equipped with production, presentation, and graphics software. Facilities for audio and video transfer and editing are available in Knight Library.

The library is structured as a learning commons, providing consolidated access to scholarly information, research assistance, tutoring, advising, and technology to support research and discovery.

The library's website is an excellent starting point from which to explore myriad information resources. With home-page search capabilities, the website gives users access to WorldCat, the world's largest network of library-based content. WorldCat retrieves information on any of the 90 million items held in the cumulative collections of libraries worldwide. Materials not held by the UO Libraries may be borrowed directly from other libraries through interlibrary loan.

Also available is the library's online catalog, which is constantly updated with information about the circulation status of library materials, new books and book orders, and journal availability. Users can search numerous online periodical indexes, newspapers, e-books, and e-journals. An integrated FindText service allows users to easily locate the full text of e-journal articles during a search.

Convenient access to growing collections of digitized print and nonprint material is also provided through the website.

Services

The UO Libraries offers a suite of services to assist faculty members and students in developing research projects with digital and multimedia components. The library also manages and maintains the UO Scholars' Bank, an online archive of the scholarly output of the campus community, and provides administrative support for Blackboard, the university's online course management system.

The library's instructional programs include technology workshops, in-class presentations by librarians, and credit courses on research and information access. These programs reach more than 10,000 students and faculty members each year.

The library provides a full range of instructional technology services, including instructional and promotional

television services, interactive television, satellite uplink and reception, graphic art services for conventional and electronic presentations, and instruction and consulting on educational technology for faculty members and graduate teaching fellows. The library also provides delivery and maintenance of instructional technology equipment in more than 140 classrooms across campus.
Library services and facilities are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. For more information, call the liaison for patrons with disabilities, 541-346-1818.

Borrowing

UO faculty and staff members and students who are currently enrolled or registered may borrow books, videos, and other materials from the UO Libraries. They may also borrow materials and receive online article deliveries from any of the other libraries with which the UO Libraries has reciprocal lending agreements. A number of document delivery services are available, including special programs for distance-education students. Through its course reserves program, the library provides students with access to selected course readings. Information on access to user accounts and other services is available on the library's website.

History

The first official library at the University of Oregon was established in 1891, when Henry Villard donated a book collection valued at $1,000. As collections grew during the next twenty years, the library moved to progressively larger quarters in various locations. In 1905 the legislature appropriated funds for a new library building, now Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913.

Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as "exotic, . . . a combination of modernized Lombardy and Greco-Roman with art deco details." The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places.

Additions to Knight Library were constructed in 1950 and 1966. During a third expansion and renovation project, a 132,000-square-foot addition was completed in 1992, and substantial renovation of the existing building was completed in 1994.

Donor Program

Gifts from alumni and friends help strengthen library collections, purchase new technology, employ student assistants, and preserve Oregon's rich history. Library donors receive the biannual publication *Building Knowledge*. For more information, call the library administration office, 541-346-3056.

Library Courses (LIB)

101 Introduction to Library Research (1) Introduction to the use of resources and services offered by the UO Libraries.

199 Special Studies: [Topic] (1-5R) Introduction to general library resources and to subject-related library resources. **R** when topic changes.

399 Special Studies: [Topic] (1-5R) Introduction to general library resources and to subject-related library resources. **R** when topic changes.

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

407/507 Seminar: [Topic] (1-5R) Topics are Library Resources, Bibliography.

409 Practicum: [Topic] (1-12R)

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

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

607 Seminar: [Topics] (1-6R)

Military Science

Lance E. Englet, Department Head

541-346-3102
800-542-3945
541-346-2813 fax

1679 Agate St.
1297 University of Oregon
Eugene OR 97403-1297

goldbar@uoregon.edu
rotc/uoregon.edu

Courtesy Faculty

Wayne C. Clyne, courtesy instructor; captain, U.S. Army. BS, 2003, Utah State. (2010)

Timothy Heisler, courtesy instructor; captain, U.S. Army. BS, 2005, Central Missouri. (2011)

Darren L. McMahon, courtesy instructor; captain, U.S. Army. BA, 1996, Troy State. (2002)

James L. Miller, courtesy instructor; captain, U.S. Army. BS, 2002, Montana State. (2003)

Special Staff

Bruce Paiva, courtesy instructor, sergeant first class, U.S. Army. (2010)

Michael Rosenberger, courtesy instructor; master sergeant, U.S. Army. (2011)

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About the Department

The Department of Military Science, an instructional department that reports to the senior vice president and provost, offers four years of military science courses, lower and upper division. The 300- and 400-level courses are open to contracted ROTC cadets pursuing commissions as officers in the United States Army. The 100- and 200-level courses are open to interested students.

Curriculum

The curriculum is an interdisciplinary course of study designed to meet the following objectives:

1. Provide opportunities to learn and practice leadership styles, dimensions, and techniques
2. Provide an understanding of the historical role of the army and how that role supports the goals and objectives of national policy
3. Develop and improve communication skills using practical oral and written exercises
4. Develop an understanding of the professional military ethic
5. Provide general knowledge of the structure of the army, its organization, and how its various components work together
6. Provide an understanding of American military history and the leadership principles that cause military leaders to succeed or fail

Lower Division. Lower-division (100- and 200-level) courses are offered for 1 or 2 credits each. The 100-level courses are offered to freshmen. The 200-level courses are offered to sophomores and upperclassmen. These courses provide the basic framework of knowledge and emphasize basic military terms, leadership, organization, and military history.

Upper Division. Upper-division (300- and 400-level) courses primarily are offered for 4 credits each. These courses are offered only to contracted cadets, or those in the process of contracting, who have satisfactorily completed the two three-course sequences Military Science I (MIL 121, 122, 123) and II (MIL 221, 222, 223). They provide the advanced leadership, decision-making, communication, ethics, and tactical education to prepare the student to become a commissioned officer in the U.S. Army.

Extracurricular Activities

The department supports a variety of events including ranger challenge (a club sport), Marauders (an elective course), football, basketball, softball, and color guard.

Military Science Courses (MIL)

121, 122, 123 Military Science I (2,2,2) 121: constitutional beginnings, organization, and role of today's army; physical fitness; introduction to equipment and small-unit operations. **122:** operational and survival skills, topographic map reading and land navigation, first aid, small-unit tactics, and practical exercises with Army weapons and equipment. **123:** characteristics and methods of successful leadership-building trust, understanding, cooperation, and communication; responsibilities of leadership including personal motivation and ethics.

131 Physical Training (1-5R) Participatory physical training program that follows the U.S. Army's physical fitness program. Prepares students for the rigors of military activities through a systematic physical conditioning process.

141 Ranger Challenge (3R) Course training focuses on basic infantry individual and team skills. Course culminates in squad-sized teams competing against other schools in the region.

191 Leadership Laboratory (1R) Laboratory for practical experience. Assesses cadet leadership potential, communication, problem-solving, and decision-making skills. One field-training exercise a term. **R** five times for maximum of 6 credits.

199 Special Studies [Topic] (1-5R) A current topic is Physical Fitness Training. **R** six times for maximum of 6 credits.

221, 222, 223 Military Science II (2,2,2) 221: basic leadership and technical military skills-map reading, first aid, and communication skills. Focus is individual abilities and building effective teams. **222:** purpose, roles, and obligations of commissioned officers; organizational values and their application to the decision-making process; military tactics in small-unit operations. **223:** self- and team development in Army operations; comprehension and use of the five-paragraph Operations Order; tactics; land navigation.

321, 322, 323 Military Science III (4,4,4) Lectures, laboratory, field training exercises. **321:** teaches the sixteen leadership dimensions and application to infantry tactics, operation orders, and orienteering. Pre- or coreq: MIL 223 or equivalent. **322:** strengthens individual abilities with experience in marksmanship, drill, and tactics. **323:** evaluates leadership abilities in tactical and nontactical settings. Prereq for 322 and 323: MIL 223 or equivalent.

331 Physical Training (1-5R) Emphasizes physical fitness and overall good health. Focus is on the intensity, duration, and frequency of fitness training, resulting in improved health and physical fitness.

405 Reading and Conference: [Topic] (1-3R)

410 Experimental Course: [Topic] (1-4R)

421, 422, 423 Military Science IV (4,4,4) Lectures, laboratory, and field training exercises. **421:** planning, evaluating, and conducting unit training and practical exercises. **422:** study of judicial and nonjudicial proceedings and administrative actions available to commanders. **423:** duties and responsibilities of a lieutenant; ethical decision making, counseling subordinates, evaluation reports, transition to active duty. Prereq: MIL 323 or equivalent.

About ROTC

The U.S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission. Each cadet must take, in addition to military science courses, a course in military history and in written communication. Most of these courses count toward general-education group requirements for a bachelor's degree.

The U.S. Army sponsors two-, three-, and four-year federal scholarships, awarded competitively by the Army to students who seek a commission. It is possible for undergraduate students to obtain a commission through either a two-, three-, or four-year program of instruction. Graduate students who meet age requirements and have two academic years remaining at the UO may also pursue a commission through ROTC. Students interested in pursuing a commission, a scholarship, or both should contact the department.

Multicultural Academic Excellence

Audrey Cramer, Jane Irungu, and Chicora Martin, Codirectors

541-346-3479
541-346-3416 fax

164 Oregon Hall

http://cmae.uoregon.edu

The Center for Multicultural Academic Excellence is committed to academic enrichment, multicultural support, and graduation and postgraduation success for historically underrepresented students. The center provides and supports academic services, leadership development, cultural programming, and dedicated space structured around a program of best practices for student access and success. Services include

- academic advising
- scholarship information
- guidance and counseling (employment and internship opportunities)
- graduate school preparation
- tutorial assistance
- selected course offerings with preregistration 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)
- leadership training

The Center for Multicultural Academic Excellence sponsors the Reach for Success middle school visitation program, the Awards and Graduation Ceremony, and multicultural speakers and presenters. The office also provides support to student organizations, and it enhances the new student experience by coordinating a fall orientation retreat for new students.

Services are free. All students, in particular those historically underrepresented, are encouraged to use the center.

Museums

Jordan Schnitzer Museum of Art

Jill Hartz, Director

541-346-3027
541-346-0976 fax

1430 Johnson Lane
1223 University of Oregon
Eugene OR 97403-1223

http://jsma.uoregon.edu

The Jordan Schnitzer Museum of Art is a valuable visual arts resource for visitors on campus and around the region. Among the museum's 13,000 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 reopened in January 2005 after completion of a major renovation and expansion project. Collection galleries featuring American, European, Chinese, Japanese, and Korean art are enhanced with a provocative series of special exhibitions and a full complement of programs designed to engage audiences. Educational facilities include an interactive discovery gallery, art-making studio, and lecture hall. In addition to the historic Campbell Memorial Courtyard, gathering places include the café, two courtyards, and spaces for special events.

As a university museum, the Jordan Schnitzer Museum of Art is an important teaching resource. Its exhibitions and programs are based creatively on the multidisciplinary curricular and extracurricular interests of university and community audiences. Museum staff and faculty 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, practicums, and paid and volunteer opportunities to service on advisory committees. Admission is free for museum members, children under eighteen, UO and other college students, and UO faculty and staff members. University identification is required. The museum hours are Tuesday through Sunday, 11:00 a.m. to 5:00 p.m., with extended evening hours every Wednesday until 8:00 p.m.

Museum of Natural and Cultural History

Jon M. Erlandson, Director

541-346-3024

541-346-5334 fax

1680 E. 15th Ave.

1224 University of Oregon
Eugene OR 97403-1224

mnh@uoregon.edu

http://natural-history.uoregon.edu

The Museum of Natural and Cultural History links research and teaching activities with public programs and exhibits on the natural sciences and cultural history, including extensive research on Oregon archaeology, geology, history, and natural history.

The museum holds important collections of anthropological, archaeological, biological, and paleontological materials. These include the world's oldest shoes, 10,000-year-old sagebrush bark sandals from Fort Rock Cave, and evidence of North America's oldest house, a 9,400-year-old summer settlement buried under layers of volcanic ash near Newberry Crater.

Museum exhibits focus on Pacific Northwest geology, archaeology, biology, Native American cultures, and traditional cultures worldwide. Each year, courses in anthropology, biology, geological sciences, architecture and allied arts, and other departments and schools use the museum. Faculty and staff members lecture, teach, and lead museum and field tours for UO students and the broader community. Internship, individual study, volunteer, and employment opportunities are available for students. Graduate students and visiting scholars use the collections for research leading to theses, dissertations, and other publications or reports.

Offering tours and educational activities for children, families, and community groups, the museum works closely with local and regional school districts and other community groups.

Admission is free for UO students, faculty, staff, and museum members, $3 for adults, $2 for seniors and youth, and $8 for families; admission is free for all on Wednesdays. Exhibits and the museum store are open Wednesday through Sunday, 11:00 a.m. to 5:00 p.m.

Oregon State Museum of Anthropology

Jon M. Erlandson, Director

541-346-3031

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

Highlights include an extensive collection of ancient basketry from excavations in the dry caves of eastern Oregon and historic Native American basketry from across the western United States. The museum's collections division curates archaeological specimens obtained through its own work in Oregon as well as specimens from other research projects and makes them available for study, exhibition, and loan.

Condon Collection of Fossils

541-346-3461

214 Volcanology Building

1272 University of Oregon
Eugene OR 97403-1272
The Condon Collection, part of the Museum of Natural and Cultural History collection, includes geological specimens collected by Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the university when it was established in 1876. When he died in 1907, his extensive personal collection of fossils, which he used for teaching, became the permanent possession of the university. Since 1907 the collection has been added to by various people, particularly A. J. Shotwell during the 1950s and 1960s.

The collection includes approximately 85,000 specimens. Vertebrate fossils make up the bulk of the collection, but it includes some invertebrate fossils, large holdings of fossil plants (largely leaf impressions), and several thousand skulls and skeletons of recent mammals, birds, reptiles, amphibians, and fish. Several hundred published technical papers document the collections. Some research on the collections has been published in the Museum of Natural and Cultural History bulletin series. A list of publication titles and a pamphlet with information about the museum may be obtained by writing to the museum.

Physical Education and Recreation

Kevin Marbury, Director

541-346-4113

102 Esslinger Hall

http://perec.uoregon.edu

Faculty

David Rubino, senior instructor (team sports, martial arts, running). BS, 1987, Cortland; MA, 1988, Northern Colorado. (2001)

Greg Smith, senior instructor (racquet sports). BS, 1975, Texas, Austin. (2001)

Michael Strong, senior instructor (outdoor pursuits). BS, 1976, Alberta; MS, 1986, Oregon. (1986)

Emeritae

Karla S. Rice, senior instructor emerita. BS, 1962, Central Michigan; MA, 1965, Michigan State. (1967)

Becky L. Sisley, professor emerita; athletic liaison. BA, 1961, Washington (Seattle); M.S.P.E., 1964, EdD, 1973, North Carolina, Greensboro. (1965)

Lois J. Youngen, associate professor emerita. BS, 1955, Kent State; MA, 1957, Michigan State; PhD, 1971, Ohio State. (1960)

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

About the Department

The Department of Physical Education and Recreation enhances the lives of UO students, faculty and staff members by providing physical activity programs and services that promote health and fitness, active recreation, and participation in sports. The department comprises Physical Education, Recreational Programs, and Facilities Operations.

Employment. Students who are interested in physical activity and sports are good candidates for the many part-time jobs generated by the variety of programs and services offered by the department and in the operation of facilities. Students may apply for any of the more than 150 positions as lifeguards, sports officials, office assistants, and weight-room, facility, and equipment-issue supervisors. Lifeguards must have current certification; training is provided for other positions. Most positions require certification in first aid and CPR.

Recreational Programs

Brent Harrison, Associate Director

Intramural Sports. The intramural program provides opportunities for members of the university community to participate in a variety of sports and recreational activities. Superior skills or sports experience is not a

prerequisite for participation; there is a place for everyone, from the novice to the advanced competitor. Some of the most popular activities are flag football, basketball, soccer, volleyball, softball, and ultimate Frisbee. For more information, call 541-346-4113.

Rec Fitness. The Rec Fitness Workout Program provides high-quality, inexpensive exercise without academic structure. Rec Fitness offers body sculpting, Zumba, boot camp, hatha yoga, and kick boxing. Group cycling utilizes specially designed stationary bikes, motivational music, and participatory coaching techniques to provide students of all athletic levels a challenging, rewarding, and fun cardiovascular workout. For more information, call 541-346-4113.

Open Recreation. The Student Recreation Center may be used for open recreation when no classes or programs are scheduled. Faculty and staff members, alumni, and sponsored community members may purchase a facility user pass, valid for a single term or a full year. Passes are sold at the main desk in the Student Recreation Center. For more information, call 541-346-4183. For information on family recreation, call 541-346-4112.

Fitness Services. Personal trainers, certified by the American Council on Exercise, are available to make fitness assessments and create individualized training programs. Each session includes a risk assessment and goal-setting consultation, personalized workout program, and training session to refine the participant's technique and form. It is recommended that new members of the center take a free facility and fitness orientation. For more information, call 541-346-1364.

More information on other recreational opportunities can be found on the Department of Physical Education and Recreation website.

Recreational Facilities

Bryan Haunert, Associate Director

This component of the department is responsible for operating and maintaining physical-activity facilities, which are located on forty-two acres at the southeast corner of the campus.

The Student Recreation Center has a climbing wall, a suspended running track, a swimming pool, five basketball courts, fitness and weight rooms, locker rooms, six 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 and two multipurpose rooms. Gerlinger Annex has two gymnasiums primarily used for physical education and intramurals. The Student Tennis Center is located behind McArthur Court and features six courts. In addition, six outdoor courts are located near the corner of East 18th Avenue and Onyx Street. Four lighted artificial turf fields are located east and south 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 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 fitness levels, and the acquisition of knowledge that contributes to a healthy lifestyle.

More than 170 courses are offered each term in a variety of activity areas-aerobics, aquatics, certification, fitness, individual activities, leadership, martial arts, mind-body, outdoor pursuits, racquet sports, running, scuba, team sports, and weight training. This ever-changing array of courses is taught by a staff of faculty members and contract employees.

Most classes meet twice a week for 1 credit. As many as 12 credits in physical education may be applied to the bachelor's degree. Each term's offerings are listed in the schedule of classes online. Students may register for 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, if space is available. Noncredit participants pay the PE course fee and register in person at 102 Esslinger Hall at the start of each term.

Opportunities are available for people who have disabilities or who need special accommodations in order to participate in physical education courses. More information is available from the PE office, 102 Esslinger Hall; telephone 541-346-4113. The office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Fees for Physical Education Courses

Course	Dollars
Activity (1 credit)	60
Activity (2 credits)	120
Outdoor pursuits	39-399
Practicum (1-3 credits)	10-60

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 course title and the Comments column in the online class schedule. Because not every course listed here can be offered every year, students should consult the current class schedule.

Aerobics (PEAE)

101-198 Aerobics: [Topic] (1-2R) 131: Body Sculpting I, **132:** Body Sculpting II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

201-299 Aerobics: [Topic] (1-2R) 221: Aerobics I, **231**: Step Aerobics I, **241:** Aerobic Funk I, **251:** Aerobic Kick Boxing I, **261:** Cardio Fusion. **R** once for maximum of 2 credits per activity.

301-398 Aerobics: [Topic] (1-2R) 311: Boot Camp, 321: Zumba.

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 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

201-299 Aquatics: [Topic] (1-2R) 201: Swimming I, **202:** Swimming II, **203:** Swimming III. **R** once for maximum of 2 credits per activity.

301-398 Aquatics: [Topic] (1-2R) 301: Triathlon Swimming, **303:** Swim and Run, **305:** Triathlon; **320:** Swim and Core, **351:** Lifeguard Certification. **R** once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1-2R)

Aquatics-Scuba (PEAS)

199 Special Studies: [Topic] (1-2R)

301-398 Aquatics Scuba: [Topic] (1-2R) 368: Scuba: Basic, **369:** Scuba: Advanced, **370:** Scuba: Rescue Diver, **372:** Scuba: Altitude Diver, **375:** Scuba: Deep River; **376:** Scuba: Night Diver-Underwater Naturalist, **378:** Scuba: Nitrox, **380:** Scuba: Underwater Digital Photography, **381:** Scuba: Dive Master I, **382:** Scuba: Dive Master II, **388:** Scuba: Assistant Instructor I, **390:** Scuba Instructor. **R** once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1-2R)

Certification (PEC)

199 Special Studies: [Topic] (1-5R)

399 Special Studies: [Topic] (1-5R)

408 Workshop: [Topic] (1-5R)

Fitness (PEF)

101-198 Fitness: [Topic] (1-2R) 111: Stretch and Flex I. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-5R)

201-298 Fitness: [Topic] (1-2R) 201: Pilates Matwork I, **205:** Pilates Yoga Fusion, **241:** Group Cycling I, **291:** Speed and Agility. **R** once for maximum of 2 credits per activity.

301-398 Fitness: [Topic] (1-2R) 301: Core and Stretch. **R** once for maximum of 2 credits per activity.

310 Nutrition and Performance (3) Explores the influence of nutrition on health and athletic performance. Includes body composition assessment, personal dietary and training behaviors, risks and benefits of dietary supplementation.

325 Healthy Weight Loss (3) For students motivated to use a lifestyle approach to weight loss. Two hours of both lecture and activity each week.

340 Personal Trainer (1-2) Lecture and lab experiences for administering fitness assessments in individual and group settings. Prepares the student for the American Council on Exercise Personal Trainer Certification Exam.

342 Group Fitness Instructor Training (3) Sessions on anatomy, physiology, exercise technique, choreography, cuing, safety, training principles, legal and ethical issues. Preparation for national certification exam. Sequence with PEL 409. Prereq: instructor's approval.

399 Special Studies: [Topic] (1-5R)

408 Workshop: [Topic] (1-5R)

Individual Activities (PEI)

101-198 Individual Activities: [Topic] (1-2R) 101: Disc Golf I, **102:** Disc Golf II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

201-299 Individual Activities: [Topic] (1-2R) 201: Juggling I, **202:** Juggling II, **221:** Billiards I, **222:** Billiards II, **223:** Billiards III, **241:** Golf I, **242:** Golf II, **243:** Golf III, **244:** Golf Swing Exercise. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Intercollegiate Athletics (PEIA)

199 Special Studies: [Topic] (1-2R)

301-398 Intercollegiate Athletics: [Topic] (1-2R) 301: Lacrosse, **305:** Acrobatics and Tumbling, **311:** Women's Golf, **312:** Men's Golf, **317:** Women's Tennis, **318:** Men's Tennis, **323:** Women's Cross-Country, **324:** Men's Cross-Country, **329:** Women's Track, **330:** Men's Track, **341:** Softball, **342:** Baseball, **347:** Volleyball, **350:** Soccer, **353:** Women's Basketball, **354:** Men's Basketball, **360:** Football, **371:** Sports Conditioning I, **372:** Sports Conditioning II, **373:** Sports Conditioning III. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Physical Education Leadership (PEL)

199 Special Studies: [Topic] (1-5R)

399 Special Studies: [Topic] (1-5R)

408 Workshop: [Topic] (1-5R) Professional topics in physical education.

409 Practicum: [Topic] (1-4R) Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education. R six times, for a maximum of 6 credits.

Martial Arts (PEMA)

101-198 Martial Arts: [Topic] (1-2R) 115: Self-Defense, **116:** Women's Self-Defense, **121:** Aikido I, **122:** Aikido II, **123:** Aikido III, **131:** Combatives. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)
201-299 Martial Arts: [Topic] (1-2R) 211: Fencing I, **212:** Fencing II, **213:** Fencing III, **214:** Italian Long Sword I, **221:** Karate I, **222:** Karate II, **223:** Karate III, **241:** Judo I, **242:** Judo II, **251:** Tae Kwon Do I, **255:** Kickboxing. **R** once for maximum of 2 credits per activity.

301-398 Martial Arts: [Topic] (1-2R) Advanced levels of martial arts activities. **311:** Jeet Kune Do I, **312:** Jeet Kune Do II, **321:** Jiu-Jitsu I, **322:** Jiu-Jitsu II, **331:** Mixed Martial Arts I, **332:** Mixed Martial Arts II. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Mind-Body Courses (PEMB)

101-198 Mind-Body: [Topic] (1-2R) 101: Meditation I, **131:** Tai Chi I, **132:** Tai Chi II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

201-299 Mind-Body: [Topic] (1-2R) 201: Gentle Yoga, **211:** Hatha Yoga I, **212:** Hatha Yoga II, **213:** Hatha Yoga III, **215:** Partner Yoga, **216:** Vinyasa Flow Yoga, **221:** Sports Yoga I, **222:** Sports Yoga II, **231:** Kundalini Yoga I, **232:** Kundalini Yoga II. **R** once for maximum of 2 credits per activity.

301-398 Mind-Body: [Topic] (1-2R) Advanced levels of yoga activities. **302:** Ashtanga Yoga. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Outdoor Pursuits-Land (PEOL)

199 Special Studies: [Topic] (1-2R)

201-299 Outdoor Pursuits-Land: [Topic] (1-2R) 242: Bouldering I, **251:** Rock Climbing I, **252:** Rock Climbing II, **285:** Wilderness Survival, **288:** Mountaineering Preparation. **R** once for maximum of 2 credits per activity.

301-398 Outdoor Pursuits-Land: [Topic] (1-2R) 315: Basics of Technical Rescue, 331: Rock Climbing III, 341: Introductory Lead Climber, **343:** Sport Climing; **351:** Backpacking, 356: Backcountry Navigation, **361:** Mountaineering I Outing, **363:** Ice Climbing I, **366:** Verticle Rescue Techniques, **371:** Snow Camping, **391:** Avalanche Safety, **392:** Backcountry Survival. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

451 Adventure Education (3R) Examines factors that help students become more effective leaders and team members. Explores how group dynamics, communication, and other factors play an integral role in shaping the character of teams. Prereq: PEOL 285.

453 Environmental Education (3) Introduces students to the natural history of the region in class sessions and on field trips to forest and oak savanna ecosystems. 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.

Outdoor Pursuits-Water (PEOW)

199 Special Studies: [Topic] (1-2R)

301-398 Outdoor Pursuits-Water: [Topic] (1-2R) 325: Swift-Water Safety. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Racquet Sports (PERS)

199 Special Studies: [Topic] (1-2R)

201-299 Racquet Sports: [Topic] (1-2R) 211: Table Tennis I, **212:** Table Tennis II, **231:** Badminton I, **232:** Badminton II, **271:** Tennis I, **272:** Tennis II, **273:** Tennis III. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Running (PERU)

101-198 Running: [Topic] (1-2R) 101: Fitness Walking, **131:** Jog-Run. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

301-398 Running: [Topic] (1-2R) 331: 5K Training I, **332:** 5K Training II, **341:** 10K Training. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Team Sports (PETS)

101-198 Team Sports: [Topic] (1-2R) Beginning levels of team sport activities. **101:** Bocce Ball, **111:** Flag Football. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

201-299 Team Sports: [Topic] (1-2R) 232: Volleyball II, **233:** Volleyball III, **242:** Basketball II, **243:** Basketball III, **252:** Ultimate Frisbee I, **253:** Ultimate Frisbee II, **261:** Soccer I, **262:** Soccer II, **263:** Soccer III, **265:** Indoor Soccer II. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Weight Training (PEW)

199 Special Studies: [Topic] (1-2R)

201-299 Weight Training: [Topic] (1-2R) 211: Weight Training I, **212:** Weight Training II, **221:** Cross Fit I, **222:** Cross Fit II. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Undergraduate Studies

Karen U. Sprague, Vice Provost for Undergraduate Studies

Academic Advising

Jennifer Joslin, Director

541-346-3211
541-346-6048 fax

364 Oregon Hall

http://advising.uoregon.edu

The Office of Academic Advising assists students in making a smooth transition to the university, understanding general-education requirements, class scheduling, solving academic problems, and understanding academic sanctions and petitioning processes. The office coordinates initial advising for new students-first-year and transfer-with academic departments, schools, and colleges.

Students who are undecided about their major are assigned advisors 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. Advisors 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 nearly 200 colleges and universities

throughout the country with membership in the National Student Exchange. Participating campuses are located in all fifty states, several territories, and Canada. Qualified students at member institutions may apply for exchange enrollment at a participating school. This program enables students to study in different geographical areas of the United States and Canada and take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.
To qualify, a UO student must have a 2.50 cumulative grade point average (GPA) or better and have a record of good conduct at the university. Students typically participate in the exchange program during the sophomore or junior year. Students apply during winter term for the following academic year. Participants are assessed in-state tuition by the host institution or pay the University of Oregon tuition while on exchange. Materials are available in the Office of Academic Advising. For more information, contact Andrew Wahlstrom, 541-346-3211.

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 advisors. The Office of Academic Advising assists students in the application process.

Engineering, Preparatory

Greg Bothun, Acting Preengineering Director

541-346-6108

440 Willamette Hall

Engineers are in demand to solve practical problems by applying the principles of physical science and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor's degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students who want to complete their first two to three years of study at a liberal-arts university before transferring to a school of engineering. Details are contained in the Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University, available in the Department of Physics office.

High School Preparation. Students interested in an engineering career should complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the first year at the university. Physics and chemistry courses are strongly recommended.

Preengineering Requirements

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering Advising Guide, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone 541-737-5236.

While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

The University of Oregon does not offer certain preengineering courses. However, Engineering Graphics (GE 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals (ENGR 221) are available from the Science Department at Lane Community College. Full-time UO preengineering students are eligible to take these courses. ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses, including pre- and corequisites, are available from the preengineering director.

The Department of Physics offers a three-plus-two program. It allows a student to earn a bachelor's degree in physics from the University of Oregon and a bachelor's degree in engineering physics from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis in the OSU College of Engineering. Interested students should consult the preengineering director.
Required preengineering courses must be completed with grades of mid-C or better for admission to the OSU College of Engineering. These courses vary from program to program. Typical required courses are marked with an asterisk (*) in the sample programs below.

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year	**47 credits**
*Calculus I,II,III (MATH 251, 252, 253)	12
*Foundations of Physics I (PHYS 251,252, 253)	12
*Introductory Physics Laboratory (PHYS 290)	3
College Composition I (WR 121)	4
*Concepts of Computing: Algorithms and Programming (CIS 122)	4
Humanities and social science	12
Sophomore Year	**48 credits**
*Introduction to Differential Equations (MATH 256)	4
*Several-Variable Calculus I,II (MATH 281, 282)	8
*Elementary Linear Algebra (MATH 341, 342)	8
*General Chemistry (CH 221, 222)	8
*General Chemistry Laboratory (CH 227, 228)	4
*Foundations of Physics II (PHYS 351)	4
Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)	12

Additional Requirements

In addition to WR 121, two communication courses and an upper-division writing-intensive course in the major are required. Some engineering programs require three terms of chemistry.

Consult the preengineering director about these and other bachelor's degree requirements for the OSU School of Engineering.

Health Sciences, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

364 Oregon Hall

http://advising.uoregon.edu/AA_Pages/AA_PreHealth.html

The Office of Academic Advising offers advising for students interested in applying to a health professional school. Information on other health careers are also available from prehealth advisors. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisors and with the professional schools they want to enter.

Clinical Laboratory Science-Medical Imaging Technology, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211
The university offers most course work needed to satisfy the minimum requirements for application to the Oregon Institute of Technology Clinical Laboratory Science-Medical Imaging Technology Program. A required course in immunology, which is not offered at the UO, must be taken elsewhere. The fifteen-month program at Oregon Tech culminates in a bachelor of science degree.

Admission Requirements

Students entering the program without a bachelor's degree must have completed at least 103 transferable credits and be eligible for an Oregon Tech bachelor's degree upon completion of the program.

The required credits must include the following:

Biology. 24 credits including Microbiology (BI 330) and Microbiology Laboratory (BI 331). Immunology is required as a separate course. Genetics, physiology, and anatomy are recommended

Chemistry. 24 credits of lecture and laboratory work that include general inorganic chemistry, organic chemistry, or biochemistry. Quantitative analysis and physical chemistry are recommended

Mathematics. One course in college-level mathematics, MATH 112 or higher. Additional mathematics and statistics courses are strongly recommended

In addition, a course in medical terminology is highly recommended.

Admission Information

Information may be obtained by writing Clinical Laboratory Science Program, Oregon Institute of Technology, 27500 SW Parkway Ave., Wilsonville OR 97070; by telephone, 503-821-1250; or from the program's website.

Dentistry, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

Predental Curriculum

The university offers the prerequisite courses that satisfy the requirements for application to the Oregon Health and Science University (OHSU) School of Dentistry in Portland and to many other accredited dental schools.

Although a bachelor's degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree. All requirements should be taken graded.

Science Requirements

The following courses are required at most dental schools in the United States:

- Mathematics (MATH 111 and above)
- General chemistry sequence with laboratories (CH 221-223 with CH 227-229)
- Organic chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)
- Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Students may take the general biology sequence (BI 211-214) or the honors biology sequence (BI 281H-283H)
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

Additional requirements for OHSU's dental program include

- Physiological Biochemistry (CH 360)
- Human Anatomy I,II (HPHY 321, 323)
- Human Physiology I,II (HPHY 322, 324)
- Human Anatomy and Physiology III (HPHY 325)

Admission

Admission to the OHSU School of Dentistry is competitive. The mean grade point average (GPA) of the entering class of 2012 was 3.65.

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.

Two letters of recommendation are required by the OHSU School of Dentistry, one each from a basic science faculty member and one from a dental professional. If the information is to be of any value to the admissions committee, it is important for predental students to have references from teachers who have worked with them. The evaluation should be obtained immediately following the conclusion of a term's work.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses are suggested in human anatomy, developmental biology, microbiology, genetics, physical chemistry, mathematics, second language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education. The guidance of predental advisors in course planning is indispensable, and their counsel should be sought regularly.

Forensic Science, Preparatory

Deborah B. Exton, Head Advisor

541-346-4629

http://uoregon.edu/~dexton/fsadvising.html

Forensic science is the application of scientific principles and technological practices to the study and resolution of criminal, civil, and regulatory issues. The role of the forensic scientist is twofold: to analyze physical evidence and to provide expert testimony in a court of law. This information is helpful in determining the innocence or guilt of the suspect. The University of Oregon provides advising and course work for students interested in pursuing a career or graduate study in the forensic science field, but does not offer a degree in forensic science. The majority of positions in crime laboratories require a minimum of a bachelor's degree in a physical science. The choice of major depends on your interests and the area of forensic science in which you plan to seek employment. Advanced degrees are useful for career advancement and may be required for certain positions. Employment opportunities exist in law enforcement agencies at the local, state, and national level as well as in the private sector. Employment can also be found within such agencies as the U.S. Food and Drug Administration, Environmental Protection Agency, Fish and Wildlife Service, and Drug Enforcement Administration.

Minimum Requirements

Bachelor's degree in any discipline, although biology, chemistry, computer and information science, general science, or physics are most appropriate.

For graduate programs, scores from Graduate Record Examinations; a few schools will accept Medical College Admission Test scores instead.

Letters of recommendation from science faculty members.

Suggested Science Courses

- A yearlong biology sequence is recommended. Check with the preforensic science advisor 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)

Additional recommended course subjects are photography and public speaking.

A complete list of graduate programs is available from the head advisor. Students are urged to contact the graduate programs of their choice for information about application procedures.

Medicine, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The university offers prerequisite courses that satisfy the requirements for application to the Oregon Health and Science University (OHSU) School of Medicine in Portland and the College of Osteopathic Medicine of the Pacific (COMP) Northwest as well as other American medical schools.

Admission requirements for medical schools, which vary, are listed in *Medical School Admission Requirements*. Most students should consult this book the year before applying to medical schools. Recent editions 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-term course sequence in biology. Students may take the general biology sequence (BI 211-214) or the honors biology sequence (BI 281H-283H)
- One college-level mathematics course (MATH 112 or higher).
- Many schools require calculus, upper-division biochemistry (CH 360), and genetics (BI 320)
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- One year of English including two composition courses
- One year of arts and letters courses
- One year of work in the social sciences

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements in other ways; they should consult their advisors and *Medical School Admission Requirements.*

Admission

Medical school typcially require applicants to have a bachelor's degree prior to admission. Premedicine is not an academic major**.** Any major is acceptable to medical schools, and recent research has demonstrated that there is no bias against the nonscience major in the selection process. Nor is there any significant difference between the science and the nonscience major in medical school performance or in eventual selection of residency. Specific requirements for various majors are found in this catalog under department and program headings.

Beyond the satisfactory completion of minimum requirements, selection for admission is based on many factors including undergraduate grade point averages, MCAT scores, letters of recommendation, and awareness of and experiences in health-related fields.

A 3.60 GPA is the national mean for accepted applicants, and it is unlikely that an applicant with a GPA below 3.00 would be accepted at most American medical schools. Furthermore, courses taken to satisfy science requirements must be taken for letter grades.

Nearly all medical schools require applicants to take the MCAT. Reservations for this examination must be made at least one month in advance of the scheduled date through the MCAT website. 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 a premedical academic and service society, the Asklepiads. For more information, see the **Honors at Oregon** section of this catalog.

Osteopathic medical schools require the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopathic physicians.

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

Jenni Van Wyk, Prehealth Coordinator

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 (BSN). Satisfactory completion of the prenursing requirements does not guarantee admission to a nursing program since admission to these programs is competitive.

The BS in nursing is offered by Oregon Health and Science University (OHSU) in Portland. OHSU also administers programs at Eastern Oregon University in La Grande, Oregon Institute of Technology in Klamath Falls, and Southern Oregon University in Ashland. Eight Oregon community colleges offer the BS degree in nursing, administered by OHSU. Visit the OHSU website for more information.

Private schools offering the BSN in Oregon include the University of Portland, Linfield College, and Walla Walla College. Associate degrees in nursing (ADN) are offered by Oregon community colleges.

Students may complete transfer requirements at the UO for other programs in the state. Accelerated programs admit students after they have completed a bachelor's degree in any subject and taken specified prerequisite science courses.

Prerequisite courses vary greatly by program. The following are courses that may be required by one or more programs.

- World Cultures (ANTH 161)
- Introduction to Sociology (SOC 204)
- Human Anatomy I,II (HPHY 321, 323)
- Human Physiology I,II (HPHY 322, 324)
- Human Anatomy and Physiology III (HPHY 325)
- Microbiology (BI 330) with laboratory (BI 331)
- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)
- College Algebra (MATH 111), Introduction to Methods of Probability and Statistics (MATH 243)
- Mind and Brain (PSY 201) or Mind and Society (PSY 202)
- One course in developmental psychology over the human life span (not offered at the UO)
- One literature course
- Two speech courses
- Special Studies: Nutrition (HPHY 199)
- College Composition I,II (WR 121, 122)

Registered nurses who want to complete the BS degree in nursing should call OHSU for information, 503-494-7725.

Students who wish to pursue a nursing degree should plan their course work carefully with a prehealth advisor.

Pharmacy, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The University of Oregon offers the prerequisite courses that satisfy the requirements for application to the

Oregon State University (OSU) College of Pharmacy PharmD degree program and to most other accredited pharmacy schools. Pharmacy Schools Admission Requirements is available online through the website for the American Association of Colleges of Pharmacy.
The prepharmacy curriculum for the OSU College of Pharmacy requires three to four years of study including the following:

- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)
- Organic Chemistry I,II,III (CH 331, 335, 336) with laboratories (CH 337, 338)
- General Biology I,II,IV: Cells, Organisms, Biochemistry and Genetics (BI 211, 212, 214) or Honors Biology I,II,III (BI 281H-283H); Cell Biology (BI 322) recommended
- Human Anatomy I,II (HPHY 321, 323)
- Human Physiology I,II (HPHY 322, 324)
- Human Anatomy and Physiology III (HPHY 325)
- Microbiology (BI 330) and Microbiology Laboratory (BI 331)
- Biochemistry (CH 461-463)
- Calculus I (MATH 251) or Calculus for Business and Social Science I (MATH 241)
- Mind and Brain (PSY 201)
- Introduction to Methods of Probability and Statistics (MATH 243)
- Introduction to Economic Analysis: Microeconomics (EC 201)
- College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)
- A course in interpersonal communications (CPSY 410, Crisis Intervention)
- Advanced first aid if available or valid CPR and first aid cards. Students are encouraged to take First Aid and CPR (PEC 241)

Required courses must be taken for letter grades whenever that option is available.

In addition to required courses, students must submit at least two letters of recommendation from the teaching faculty and from a pharmacist. OSU does not require scores from the Pharmacy College Admission Test, but many schools do. Information about the test is available in the Office of Academic Advising.

Although OSU accepts students without a bachelor's degree into the program, most UO students complete a degree on this campus. Majors in biology, chemistry, and general science are most readily adapted to prepharmacy studies, although a science major is not required to apply. Students admitted to OSU without a bachelor's degree must complete bachelor's degree requirements by the end of their second year at OSU.

Applications are available through the online application service, PharmCAS. Check the OSU website or PharmCAS for application deadlines.

Physician Assistant, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The University of Oregon offers the prerequisite courses required for application to the Oregon Health and Science University physician assistant program as well as other U.S. programs. Completion of the twenty-four-month program earns the master of physician assistant studies degree.

Applicants to the program must have completed a bachelor's degree with a minimum cumulative GPA of 2.80. The average GPA for 2013 matriculants was 3.51. Required prerequisites include the following:

- Introduction to Methods of Probability and Statistics (MATH 243)
- Mind and Brain (PSY 201) or Mind and Society (PSY 202) or Child Development (PSY 376)
- General biology sequence (BI 211-214) or honors biology sequence (BI 281H-283H)
- Human Anatomy I,II (HPHY 321, 323)
- Human Physiology I,II (HPHY 322, 324)
- Human Anatomy and Physiology III (HPHY 325)
- 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 is highly 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 full-time health-care experience (approximately 1,000-2,000 clinical hours) in a position of responsibility is expected of all applicants. Preference is given to applicants who have experience that required a period of training and responsibilities in direct patient care. Students are responsible for gaining the appropriate experiences before they apply.

The applications are available beginning in April through the Central Application Service for Physician Assistants for admission the following fall. Additional information may be obtained visiting the OSHU website or by calling 503-494-1409.

Veterinary Medicine, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The University of Oregon offers course work that prepares students for admission to the veterinary program offered by Oregon State University and for other U.S. schools of veterinary medicine.

Course work that meets the requirements for OSU is listed below. For more information, consult the Association of American Veterinary Medical Colleges website. Some schools maintain informational websites.

Most veterinary schools request scores from the Graduate Record Examinations (some accept Medical College Admission Test scores) as well as veterinary medical exposure and animal experience. Requirements should be evaluated early so that they can be fulfilled prior to admission.

Requirements

Completion of 120 credits including 72-76 in the following physical and biological sciences:

- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)
- Organic chemistry sufficient to meet requirements for upper-division biochemistry courses (CH 331, 335, 336); laboratories (CH 337, 338) recommended
- Two terms of upper-division biochemistry (CH 461, 462)
- Three-term course sequence in biology. Students may take the general biology sequence (BI 211-214) or the honors biology sequence (BI 281H-283H)
- At least 6 credits in upper-division biology courses with a minimum of one laboratory (e.g., physiology, cell biology, microbiology, or more biochemistry)
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206). Many veterinary schools require two terms with laboratories; some require a full year
- Molecular Genetics (BI 320)
- Introduction to Methods of Probability and Statistics (MATH 243)
- General education courses and electives to total 48 credits, if the student has not completed a bachelor's degree. Consult with a representative of OSU regarding requirements

Students may be admitted to veterinary school before completing the bachelor's degree. However, the bachelor's degree must be completed before the doctor of veterinary medicine (DVM) 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 advisors to ensure that general university requirements as well as major requirements are met.

Occupational Therapy, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The University of Oregon offers courses that satisfy requirements for application to Pacific University's School of Occupational Therapy as well as other such programs in the United States. Students may fulfill requirements

for entry into a master's or doctorate program in occupational therapy while they earn a bachelor's degree. Requirements vary considerably by school.

Recommended Courses

- 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 (HPHY 321, 323)
- Human Physiology I,II (HPHY 322, 324)
- Human Anatomy and Physiology III (HPHY 325)
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- College Composition I,II (WR 121, 122)
- Courses in developmental psychology over the human life span, abnormal psychology, and other social sciences
- Courses in the humanities, such as literature, religion, philosophy, or ethics
- One course in medical terminology
- Courses in communication, such as debate or public speaking
- Experience in arts and crafts and human performance

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Many schools require 100 to 200 hours of observation with therapists. Practicum credit in the Department of Human Physiology is recommended.

Applicants to most graduate programs must submit scores from the Graduate Record Examinations (GRE) general test.

Individual inquiries are welcomed by the American Occupational Therapy Association, 4720 Montgomery Lane, PO Box 31220, Bethesda MD 20824-1220; 800-377-8555; or visit their website.

Optometry, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The university offers courses that satisfy admission requirements for twenty United States schools and colleges of optometry. Although specific requirements vary, all schools require the following courses:

- General Biology sequence (BI 211-214)
- General Chemistry (CH 221-223) with laboratories (CH 227-229)
- General Physics (PHYS 201-203) with laboratories (PHYS 204-206)
- College Composition I,II (WR 121, 122)
- Courses in mathematics (MATH 111, 112, or higher; statistics recommended)
- Mind and Brain (PSY 201) and Mind and Society (PSY 202)
- Recommended sequence in Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)
- Many schools require additional courses in anatomy and human physiology, microbiology, and biochemistry, as well as the humanities, history, and political science

Applicants must take the Optometry Admission Test (OAT). Applicants must also submit at least two letters of recommendation from a science instructor and an optometrist. They are also required to have a minimum of thirty hours or more of unpaid observation.

Pacific University has the only optometry school in the state of Oregon.

Address inquiries about admission requirements to the Association of Schools and Colleges of Optometry at 6110 Executive Blvd., Suite 510, Rockville MD 20852, or visit their website.

Physical Therapy, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The university offers courses that satisfy requirements for application to most United States schools of physical therapy. Students may obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy doctoral degree program.

Requirements. Students should check with individual schools or consult the physical therapy advisor for specific course requirements. The following list comprises most of the common prerequisites for admission:

- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)
- Introduction to Methods of Probability and Statistics (MATH 243)
- General Biology sequence (BI 211-214)
- Human Anatomy I,II (HPHY 321, 323)
- Human Physiology I,II (HPHY 322, 324)
- Human Anatomy and Physiology III (HPHY 325)
- Microbiology (BI 330) with laboratory (BI 331)
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- Mind and Brain (PSY 201), Mind and Society (PSY 202)
- Child Development (PSY 376)
- College Composition I,II (WR 121, 122)
- Courses in arts and letters such as humanities, religion, foreign language
- Courses in social sciences such as sociology, history, philosophy

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Most schools require 100 to 200 hours of observation with therapists. Practicum credit in the Department of Human Physiology is available.

Applicants must take the Graduate Record Examination (GRE) and submit two letters of recommendation, one from an instructor and one from a physical therapist.

The only two physical therapy programs in Oregon are doctoral degree programs at Pacific University and George Fox University.

For more information on physical therapy, students may write to the American Physical Therapy Association, 1111 N Fairfax St., Alexandria VA 22314; telephone 800-999-2782; or visit their website.

Podiatry, Preparatory

Jenni Van Wyk, Prehealth Coordinator

541-346-3211

The university offers courses that satisfy admission requirements for the nine accredited colleges of podiatric medicine in the United States. Admission requirements are very similar to medicine. See the **Medicine, Preparatory** section for specific course requirements, or visit the Office of Academic Advising. For more information, students may write to the American Association of Colleges of Podiatric Medicine, 1350 Piccard Drive, Suite 322, Rockville MD 20850; or visit their website.

Law, Preparatory

Andrew Wahlstrom, Prelaw Coordinator

541-346-3211

364 Oregon Hall

Law schools require that applicants for admission have a bachelor's degree. They do not, however, require specific undergraduate majors or prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

The following courses would be appropriate. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

- College Composition I,II,III (WR 121, 122, 123) and Advanced Composition (WR 423)
- Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)
- United States (HIST 201, 202, 203)

- Introduction to Accounting I,II (ACTG 211, 213) or Accounting: Language of Business Decisions (BA 215)
- Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307, 308), Logic, Inquiry, and Argumentation (PHIL 325), Introduction to Philosophy of Law (PHIL 344), Law and Society (PHIL 446)
- Introduction to the Tradition of Political Theory (PS 208), Legal Process (PS 275), upper-division political theory (PS 430, 431, 432), Constitutional Law (PS 470), United States Supreme Court (PS 484)
- Literature and additional expository writing courses
- Journalism (J 201, 385)

Courses in psychology and sociology are recommended.

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June. Registration may be completed online or by telephone. Consult the Law School Admission Council's website, lsac.org, for online registration and additional information. Registration must be completed at least a month before the testing date. For those planning to attend law school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools average combined scores. The University Teaching and Learning Center, 68 Prince Lucien Campbell Hall, offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose.

Students are urged to schedule an appointment with the prelaw advisor 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 School Admission Council's website. Students who want more information or assistance should schedule an appointment with a prelaw advisor.

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. Workshops are scheduled for students interested in preparing for law school each fall and spring semester. Information about these workshops is available on the Office of Academic Advising website.

Social Work, Preparatory

Terrie Minner, Assistant Director

541-346-3211

364 Oregon Hall

Graduate programs in social work usually require a bachelor's degree but not a specific major or particular course work for admission. Although the University of Oregon does not offer a master of social work degree, students may prepare here to be competitive applicants for the Eugene- or Portland-based MSW program or programs in other states. For a list of nationally accredited programs, visit www.cswe.org . The best preparation begins with broad exposure to the social and behavioral sciences, courses in humanities, the arts, the sciences, and an understanding of the behavior of individuals, groups, and social institutions. Majors in anthropology, educational studies, family and human services, political science, psychology, and sociology may be useful in providing the foundation for graduate study. Courses in a second language, oral and written communication, management, ethnic studies, and computer science are also valuable.

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 has an online 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 advisor before the end of the junior year. Information about workshops is available on the academic advising website.

Teacher Education, Preparatory

Angel Dorantes, Advisor

541-346-0658

124 Lorry I. Lokey Education Building

Several options are available to UO students who want teaching careers. Students who want elementary teaching licenses may earn a bachelor's degree in educational foundations and apply to the graduate elementary teaching program.

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 education studies. 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. (To answer questions regarding the master's program, contact Richelle Chambers Krotts, 541-346-1360, in 124 Lokey Education Building.) Students interested in teaching music should contact the School of Music and Dance.

Admission to any of the graduate programs is competitive and requires a strong academic record. The University of Oregon offers graduate programs in teaching such subjects as early childhood, communication disorders, early intervention, special education, and music. Others schools offer graduate programs for teaching agricultural science, art, drama, educational media, general business, health education, family and consumer science, marketing, physical education, and instruction for the visual and hearing impaired. Applicants are expected to have tested their interest in teaching through various experiences with young people. It is important for prospective candidates to make early and regular contact with graduate programs at the university or other schools to keep abreast of application timetables and admission requirements.

The College of Education's Office of Student Academic Services maintains a library of pertinent information on state and regional schools and offers monthly workshops explaining the programs.

Composed of faculty members from the College of Arts and Sciences, the Education Careers Advising Team assists students in completing the BA or BS 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.

Accessible Education Center

Hilary Gerdes, Senior Director

541-346-1155
541-346-6013 fax

164 Oregon Hall

uoaec@uoregon.edu
http://aec.uoregon.edu

The University of Oregon is dedicated to the principles of equal opportunity in education and recognizes disability as an aspect of diversity integral to the university and to society. The Accessible Education Center collaborates with students, instructors, staff members, and the community to promote accessible education and create an educational environment that is usable, equitable, sustainable, and inclusive for all members of the university community. Inclusive design is promoted as a viable and necessary approach to creating that environment.

The center is a resource to the university community on issues related to disability and access. Students, parents, and community members are encouraged to contact the office with questions, concerns, or requests regarding full participation in

university classes, programs, and offerings.
The office provides consultation, outreach, training, and direct support and services in the form of academic accommodations under guidance from the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. These include, but are not limited to, academic advising, adaptive technology assistance, classroom relocation, alternative testing procedures, instructor notification, note taking, and sign-language interpreting. The Accessible Education Center meets with students to discuss individual access needs, and when necessary requests paperwork or other documentation to establish eligibility for services.

The university does not discriminate on the basis of disability in admission or access to, treatment of, or employment in its programs or activities. Modifications to academic requirements are made when needed to ensure that such requirements neither discriminate nor have the effect of discriminating on the basis of disability against a qualified applicant or student.

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 class experiences shaped by the student's interests and imagination
- The environment of a fine small college with the courses and resources of a major research university
- Opportunities early in the college career to get to know a small group of students and faculty members who share particular interests

Freshman Interest Groups (FIGs). In a FIG, as many as twenty-five freshmen jointly take two group-satisfying courses and a faculty-led College Connections seminar during fall term. Students engage in projects and assignments specific to each FIG as faculty members offer mentoring and advising. The seminar may also include informal out-of-class events such as hikes, dinner with the professor, or excursions to concerts or plays. Each group has a FIG academic assistant-an advanced undergraduate student-who assists in the seminar to help new students navigate the university. There are more than sixty FIGs to choose from each year. In residential FIGs, the participants live near other students from their FIG in a university residence hall.

Freshman Seminars. These small discussion-oriented courses (eighteen to twenty-three students) are taught by outstanding university instructors. Offered fall, winter, and spring terms to first-year students, freshman seminars provide opportunities for intellectual challenge in a supportive environment.

Orientation

Cora Bennett, Director, Student Orientation Programs

541-346-1167
541-346-2822 fax

119 Ford Alumni Center
5263 University of Oregon
Eugene OR 97403-5263

uointro@uoregon.edu
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 8:30, 9:30, and 11:00 a.m. and 12:30 and 1:30 p.m., Monday through Friday, and at 10:30 a.m. on Saturday. In addition, they staff a telephone-calling project and participate in campus open houses, college fairs, and high school visitations. Ambassadors are trained to interact with potential UO students, answer general questions about the university, and help ease anxieties about college life at the University of Oregon.

IntroDUCKtion. This is a one- or two-day orientation program for new students and their families, which takes place in July. University faculty and staff members and trained undergraduate student leaders coordinate programs that offer information about the University of Oregon's academic programs and support services. New students meet with an academic advisor and register for fall term courses. During the program, participants may live in the residence halls, become familiar with campus, and acquire college survival skills before Week of Welcome activities in September.
Week of Welcome. This five-day orientation program is held in September before the start of fall term. Faculty members and returning students help ease incoming first-year and transfer students' transition to the University of Oregon by presenting more than 300 academic, social, and cultural activities. During the orientation, new students meet other students, start their college careers smoothly, and discover the campus and community resources vital to the their academic success.

University of Oregon in Portland

503-412-3696

70 NW Couch St.
Portland OR 97209

http://pdx.uoregon.edu

The University of Oregon has offered programs in Portland for more than 100 years. Continuing this tradition, the University of Oregon in Portland-based in the historic White Stag Block-offers students and professionals advanced learning opportunities. By working closely with businesses and city leaders, the university provides students with real-world opportunities that are well suited to a large metropolitan area. In addition, the facility serves as a hub of activity, discussion, and debate, with lectures, exhibits, seminars, and other public events.

The **School of Architecture and Allied Arts** at the University of Oregon in Portland partners in multiple ways with the city and the metropolitan area through teaching, research, creative work, and service activities. Portland is an extraordinary urban laboratory for the University of Oregon and the school's students and faculty members.

The school offers a master of architecture degree program, an advanced undergraduate bachelor of fine arts (BFA) degree in digital arts, a BFA in product design, and undergraduate bachelor of architecture terminal studio courses at the Portland facilities. Continuing-education workshops, exhibits, screenings, and public lectures round out the offerings available to the public and area professionals.

Architecture. The Department of Architecture at the University of Oregon is internationally recognized for educating architects who understand and practice sustainable design. The Department of Architecture in Portland focuses on the influence of urban design and planning. The program builds on more than twenty-five years of teaching in Portland, using the city as a living laboratory for urban architecture. The curriculum emphasizes an architectural design process that develops connections to the urban landscape and strengthens relationships between individual buildings, public spaces, and the fabric of urban districts and neighborhoods. Students have close contact with city officials and leaders of Portland's design community in a city internationally recognized for sustainable urban design, public transit, and regional planning. The program offers advanced course work that can be applied toward doctoral, master's, or bachelor's degrees for students who have completed foundation studies. All UO undergraduate and graduate architecture students are eligible to study in Portland. The department offers professional degrees accredited by the National Architectural Accrediting Board (NAAB). The department offers postprofessional research degrees for those who have completed a NAAB-accredited degree or international equivalent.

Digital arts. The Department of Art's Digital Arts Program encourages students to combine new media and visual art theory with strong technical sophistication, a rich sense of visual design, and an ability to articulate artistic research. The program offers a fifth-year BFA degree for students in residence at the University of Oregon in Portland focusing on creative practice, thesis project development, and exhibition installation. The application process is competitive and includes a portfolio review. Current UO students apply to the fifth-year BFA program in their senior year as they are completing requirements for the BA or BS degree. In addition, students who have completed a comparable four-year degree in art at another institution may be admitted to the BFA program. Such candidates must satisfy the university's 45-credit residence requirement.

Product design. Product designers create the tools, transportation, computers, clothes, sofas, and sports equipment to fit the changing needs of our lives. The Product Design Program provides a thorough grounding in the use, invention, and production of consumer goods. Students with an interest in becoming rigorous, critical, mission-driven designers are ideal candidates for the product design BA and BS programs in Eugene and the fifth-year BFA degree program in Portland.

The research projects of the **Energy Studies in Buildings Laboratory** are directed at understanding how buildings and related transportation and land-use systems determine energy or resource use. The lab's goals are to develop new materials, components, assemblies, and whole buildings, and to assist designers, builders, developers, and communities in improving building and systems performance. Design tools have been developed by the lab to enable professionals to design more efficient communities and buildings. The staff includes architects, engineers, and computer scientists with experience on a broad range of projects. As a UO research center, the lab also can draw on other university faculty members in physics; planning, public policy and management; business; economics; landscape architecture; architecture; and other research groups as necessary to address the unique requirements of each project. The facilities include a computer simulation laboratory, two artificial skies, a heliodon, and a boundary-layer wind tunnel.
The **School of Journalism and Communication**'s **George S. Turnbull Portland Center** provides academic and professional programs in the state's media center. The center offers master's degrees in strategic communication and multimedia journalism as well as professional development workshops.

The Turnbull Center is actively engaged in the Portland community by

- Offering Eugene-based University of Oregon students a senior experience that includes internships at Portland businesses and nonprofits combined with late-day classes
- Bringing journalists of note to the table for public discussions of the important issues of the day
- Hosting academic and civic conferences on enduring and emerging topics of communication
- Partnering with community and media groups for public events

The **School of Law**, which opened in Portland in 1884, maintains offices in the White Stag Block to facilitate its outreach to the Portland legal and business community. The Wayne Morse Suite serves as a LEED Platinum (Leadership in Energy and Environmental Design sustainability rating) educational space and formal presentation forum for visiting lectures. Small selections of courses are offered in the fall and spring semesters and in summer session to complement Portland-area externship offerings. The School of Law hosts Portland-area law conferences and open houses, oversees student externships and job placements, and features an annual conference focused on the **Green Business Initiative**, one of the first law school programs in the country dedicated to the intersection of law, business, and the environment.

Charles H. Lundquist College of Business. The Oregon Executive Master of Business Administration Program is the Portland hub of the University of Oregon's Lundquist College of Business. In the program, accomplished executives hone their skills and reinvigorate their careers through interaction with peers, faculty members, and the University of Oregon's business network. The curriculum builds on business fundamentals with a focus on global strategy, organizational leadership, innovation, and teamwork. Results are accomplished through critical thinking, tailored course work, intensive instruction, and cohort collaboration-all within a setting designed to emphasize ethics, transparency, and leadership.

The **Career Services Office** of the Lundquist College of Business has an employer-relations presence in Portland to facilitate communication with and outreach to employers in the Portland area and beyond.

Academic Extension provides a variety of educational opportunities including academic programs, professional development workshops, lifelong learning activities, and other special programs. Working closely with academic partners from across the UO campus, Academic Extension offers credit and noncredit opportunities to meet the various needs of community members. For more information, see the **Academic Extension** section of this catalog.

The **Library and Learning Commons** provides learning spaces, professional research and consulting services, and technology access to support the UO's academic, research, and community outreach programs in Portland. The collection includes a growing print book and journal collection as well as rich online collections of articles, data, and other media, with access to the collections of our consortial partner universities and colleges. The Library and Learning Commons also provides powerful hardware and software tools for student learning as well as instructional technology support for learning spaces throughout the White Stag Block, with special emphasis on audiovisual displays, videoconferencing, and large-format printing and scanning services.

AHA International, a division of the University of Oregon's Office of International Affairs, provides study abroad programs in Africa, western Europe, Latin America, and Oceania. Headquartered in Portland, AHA International serves students from universities across the United States. More than 50,000 students have benefitted from its programs since 1957. Complete program and application information is available online.

Career Center Portland serves UO students and alumni as they initiate job searches, form professional relationships, and prepare themselves for the Portland marketplace. In addition, the center offers opportunities for employed UO alumni and career professionals to provide advice, share their knowledge, and identify employees.

Student Affairs Portland supports current UO students in Portland and provides referral services to a health and counseling center, assistance in crisis situations, and additional resources to facilitate a positive educational

experience.
The **Labor Education and Research Center** serves as a link between the labor community and the university's wealth of resources, providing educational programs and research in the field of labor relations. The center's Portland-area activities consist of extension-education courses, conferences, and programs for working people, union staff members, and elected leaders. These events are intended to foster creative and critical thinking and to help participants develop skills and knowledge for labor leadership. In addition, Portland faculty members conduct applied research and provide technical assistance to workers and their organizations.

The **Child and Family Center** is an Oregon University System research institute. The Portland office houses research scientists, interventionists, and staff members, as does the center's office in Eugene.

Currently, three active research projects are based in the Portland office. Project Alliance One is a follow-up study of 999 young adults and their families who participated in family-centered services in Portland school district middle schools from 1996 through 2000. It is currently conducting two projects, one which explores genetic predispositions to health behaviors and one that looks at young adult relationships. Project Alliance Two is another follow-up study of 593 young adults and their families who participated in family-centered services in Portland school district middle schools from 2006 through 2010. It was designed to address expectations and concerns regarding the transition from middle school to high school and to make the program more relevant to culturally diverse families. The third research project, Ecological Approach to Family Intervention and Treatment (ECOFIT)-also known as Positive Family Support-is a program that promotes parents' use of positive reinforcement to improve student attendance, behavior, and completion of academic tasks.

The **Duck Athletic Fund** and **Oregon Club of Portland** both contribute to Portland's University of Oregon athletic spirit. The White Stag Block's athletic office houses Portland's Duck Athletic Fund, Oregon IMG Sports Marketing 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 White Box is a 1,500-square-foot visual laboratory that allows students, faculty members, guest curators, and regional and national communities to research, explore, and present global issues in art, architecture, and design. It is located on the first floor of the White Stag Block and is open Tuesdays through Saturdays, when an exhibition is scheduled.

The Duck Store in the White Stag Block carries textbooks, course materials, and architectural and other art and school supplies for Portland-area University of Oregon classes. This location also carries the largest selection of UO Ducks sportswear and gifts in Portland, and serves coffee and other beverages at the coffee bar. Proceeds from the Duck Store help support the University of Oregon.

Founded by acclaimed German conductor Helmuth Rilling and continuing under the leadership of Matthew Halls, the **Oregon Bach Festival** is the University of Oregon's Grammy-winning summer music festival, with choral-orchestral masterworks, guest artists, chamber music, education programs, and the Bachfest PDX series in Portland. Based in Eugene, the festival also maintains an office in the White Stag Block.

Part of the UO School of Architecture and Allied Arts, the **White Box** is a 1,500 square-foot visual laboratory that promotes the exploration of contemporary creative works and critical inquiry. This noncommercial exhibition space allows artists and curators, students and faculty, and regional, national, and international communities to research, explore, and present global issues in art, architecture, and design. It is located on the first floor of the White Stag Block and is open Tuesdays through Saturdays during scheduled exhibitions.

University Teaching and Learning Center

Susan Lesyk, Center Director

541-346-3226
541-346-2184 fax

68 Prince Lucien Campbell Hall

http://tlc.uoregon.edu

The University Teaching and Learning Center provides academic support to UO students through courses, workshops, tutoring, and individual appointments.

Courses for Credit. Students concerned about their reading, research, writing, critical thinking, and general study skills may benefit from a variety of full-term and short courses, ranging from 1 to 4 credits.

Noncredit Workshops. Among those offered are study techniques, grammar, mathematics review, and preparation for the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test.
Tutoring. For a fee, small-group tutoring is available for entry-level undergraduate courses. Students wanting individual appointments may hire private tutors, whose names are available from the center's tutorial registry. Writing and math tutors are available weekdays, 9:00 a.m.-4:00 p.m., on a no-cost, drop-in basis in the writing and mathematics labs, located in 72 Prince Lucien Campbell Hall.

Special Population Programs. The center also houses programs that address the needs of specific student populations. They include two Trio programs: Student Support Services, which provides nontraditional students with free services to help them complete bachelor's degrees, and the McNair Scholars Program, which helps undergraduates prepare for graduate school and PhD programs. In addition, students in the Pathway Oregon program receive comprehensive advising and financial support that helps them achieve their academic goals while reducing their reliance on student loans. The center also administers the Undergraduate Support Program, which provides academic support to students preselected for this program on their admission to the university.

Individual Appointments. Instructors are available to discuss issues related to studying, learning, and academic performance.

University Teaching and Learning Center Courses (TLC)

101 Introduction to University Study (3) Helps students learn, adapt, and apply effective study skills, including strategies for time management, note taking, critical reading, writing, and test preparation.

199 Special Studies: [Topic] (1-5R) Topics include time management, reading, writing, testing, presentation skills, math strategies, and money management. **R** twice per topic for maximum of 6 credits.

399 Special Studies: [Topic] (1-5R) Topics include grammar and style, research skills, critical thinking, communication, and speed reading.

408/508 Workshop: [Topic] (1-4R)

409 Practicum: [Topic] (1-4R) R for maximum of 6 credits.

608 Workshop: [Topic] (1-4R)

609 Practicum: [Topic] (1-4R) R for maximum of 6 credits.

A maximum of 12 credits in TLC courses may be applied to the total credits required for a bachelor's degree.

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Services for Students

Robin H. Holmes, Vice President for Student Affairs
Paul Shang, Assistant 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 the Dean of Students (541-346-3216), the University Health Center (541-346-2770), and the University Counseling and Testing Center (541-346-3227) provide emergency aid to students during regular office hours-8:00 a.m. to 5:00 p.m., Monday through Friday.

In addition, the University Counseling and Testing Center offers a crisis line staffed by mental health professionals, and the University Health Center offers a health nurse advice line when the centers are closed (541-346-2770, then press 1).

In case of any other emergency, dial 9-1-1 or call the UO Police Department (541-346-2919).

Affirmative Action and Equal Opportunity

Penelope Daugherty, Director

541-346-3123
541-346-4168 fax

677 E. 12th Ave., Suite 452

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, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Staff members of the Office of Affirmative Action and Equal Opportunity are available to answer any questions about this policy and to 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://asuo.uoregon.edu

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. Its network of committees, activities, and programs serves student needs and interests. The ASUO gives students the opportunity to plan and direct their own programs, to become involved in many aspects of university life, and to influence the decisions that affect the quality of education and student life at the university. Students who pay incidental fees are members of the ASUO.

Organization. The ASUO comprises three branches of student government-the ASUO Executive, the Constitution Court, and the Student Senate. Funding committees include the Programs Finance Committee (PFC), the Athletic and Contracts Finance Committee (ACFC), the Department Finance Committee (DFC), and the Erb Memorial Union Board (EMU Board).

Members of the senate and certain members of the PFC, ACFC, DFC, and EMU Board are elected. The remaining members of these bodies and the Constitution Court justices are appointed. Together these bodies

provide governance, leadership, and representation for students.
ASUO Executive. The ASUO Executive comprises an elected president and vice president and hired staff members. The executive works on a variety of campaigns, projects, and events throughout the year.

The ASUO Executive office offers many opportunities for students to participate in programs, student government, and other aspects of university life. As the recognized voice of UO students, the ASUO administers more than 160 programs funded by incidental fees and more than twenty programs without such funding. A list of these programs can be found on the ASUO website.

Students also may get involved in student government by applying to the ASUO's internship program. They intern with the ASUO Executive or the Student Senate and receive academic credit. For more information, e-mail the chief of staff: asuocos@uoregon.edu .

Students also may apply for any of the eighty positions on twenty-six faculty-student committees. Those who are interested in sitting on one of these committees should request a list from the university liaison: asuouniv@uoregon.edu .

Student Senate. The twenty 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 fee by which students finance activities and programs. Reflecting its two functions, ten members of the Student Senate are elected by major to represent academic departments, and ten are elected to serve on finance committees.

The ASUO Programs Finance Committee, the ASUO Athletic and Contracts Finance Committee, the Department Finance Committee, and the Erb Memorial Union Board individually develop budget recommendations for submission to the Student Senate every year during winter term. The Student Senate then votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO Executive. Once the budget has been approved, it is sent to the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education.

The Student Senate also hears special requests throughout the year on the use of surplus or over-realized funds. Six student senators serve as active members of the University Senate, the faculty body that sets general university policies.

ASUO Programs Finance Committee. This seven-student-member committee acts on matters related to the appropriation and allocation of incidental fees to ASUO programs, contracts, and some university departments. These groups submit their budget requests and, after public hearings on these proposals, the committee presents its recommendations to the Student Senate.

ASUO Athletic and Contracts Finance Committee. This five-student-member committee allocates funds to and negotiates contracts for student services, such as public transit access, athletics tickets, and student legal assistance. It also handles membership agreements in associations such as the Oregon Student Association and the United States Student Association. It presents its recommendations to the Student Senate.

Department Finance Committee. This five-student-member committee acts on matters related to the appropriation and allocation of incidental fees to some university departments. It presents its recommendations to the Student Senate.

EMU Board. This fifteen-member committee consists of students, faculty members, and EMU staff personnel. It is responsible for allocating budgets to EMU programs and services and presenting its budget recommendation to the Student Senate. The board also allocates space in the EMU and advises staff members on its management and administration.

Constitution Court. The Constitution Court is a five-member body appointed by the ASUO president. It serves as the court of appeals for the ASUO and has the authority to rule on questions arising from the ASUO Constitution or rules promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

Career Center

Daniel Pascoe Aguilar, Director

541-346-3235

220 Hendricks Hall

http://career.uoregon.edu

The University of Oregon Career Center is the primary campus resource for students and alumni seeking career direction, full-time and part-time employment, and internship opportunities.
Career Planning. Career planning services help students clarify career goals. Individual counseling and career assessment services are available to help students select majors to advance their goals.

The career resource area houses a collection of career and employment resources. Information is provided about local, regional, and national internship programs.

Employment Services. Each year more than 17,000 jobs-part-time, full-time, work-study, summer, international, internship, and education-are listed in the UO-JobLink system.

Students activate their record in UO-JobLink and access all opportunities online. In addition, job search agents can be set to match opportunities with student interests and résumés can be reviewed online. The on-campus recruiting program brings more than 200 employers to campus each year, and three major career fairs are held annually.

Workshops and seminars teach résumé writing, interview skills, and job-search strategies. Panels of industry experts demystify the world of careers and employment and offer job-search advice. Career couselors are available on a daily basis to assist individuals in this process.

Currently enrolled students are encouraged to use the Career Center's services throughout their education. There are no additional fees for these services and programs.

For more information, see the **Academic and Career Planning** and **Employment Services** sections of this catalog.

Counseling and Testing

Shelly Kerr, Director

541-346-3227
541-346-2842 fax

University Health, Counseling, and Testing Center Building, Second Floor
1590 E. 13th Ave.

http://counseling.uoregon.edu

The University Counseling and Testing Center provides mental health services to currently enrolled UO students, testing services, and training and supervision to graduate-level therapists. Most therapy programs and services are covered by the student health fee. Additional charges exist for psychological and educational testing, mandated drug and alcohol programs, and failing to cancel appointments in advance. A professional support and crisis line is available when the center is closed.

Counseling: 346-3227. The center provides brief individual therapy, support and therapy groups, and workshops to UO students. Issues commonly addressed include depression, anxiety, suicidal thoughts, relationship concerns, psychosis, mania, identity development, body image concerns, eating disorders, grief and loss, and many others. Counselors and psychologists provide consultation to members of the university community and offer educational outreach to students, faculty and staff members on issues relevant to student mental health. Hours of operation are listed on the center website.

Testing: 346-3230. The testing office schedules, coordinates, and administers required placement examinations, Credit by Examination programs, and proctored academic tests as well as national computer-based testing programs such as Graduate Record Examinations (GRE), Graduate Management Admissions Tests (GMAT), Test of English as a Foreign Language (TOEFL), Miller Analogies Test (MAT), and Praxis, California Basic Educational Skills Test (CBEST), and Oregon Educator Licensure Assessment (ORELA) teacher-certification tests. In addition to its computer-based testing program, the Testing office organizes the on-campus administration of the paper-and-pencil American College Testing Assessment (ACT), Law School Admission Test (LSAT), Multistate Professional Responsibility Examination (MPRE), and the SAT (known previously as the Scholastic Aptitude Test, then the Scholastic Assessment Test). Students and community members taking online, distance-education courses are also able to have their examinations proctored at the Testing Office. The office also coordinates with the Accessible Education Center for extended-time academic examinations.

Registration materials and information are available on the office website, testing.uoregon.edu, or by e-mailing a request to testing@uoregon.edu . The Testing Office is located in 270 University Health, Counseling, and Testing Center Building. Tests are administered by appointment. Visit the website for hours of operation.

The Duck Store

Arlyn Schaufler, General Manager

541-346-4331

895 E. 13th Ave.

http://uoduckstore.com

The Duck Store (formerly the University of Oregon Bookstore), located just west of the campus, is open daily Monday through Thursday, 7:45 a.m. to 7:00 p.m.; Friday, 7:45 a.m. to 6:00 p.m.; Saturday, 10:00 to 6:00 p.m.; and Sunday, 11:00 a.m. to 6:00 p.m. Special hours apply during term breaks and holidays. Check the website for exceptions.

The Duck Store comprises five divisions: the Literary Duck (bookstore); the Digital Duck (computer supplies); the Creative Duck (art supplies); the Spirit Duck (UO-related apparel and memorabilia); and the Duck Stop (specialty coffee bar).

History

The Duck Store was established in 1920 as a cooperative and is now run as a nonprofit organization owned by UO students and members of the faculty and classified staff. Policy is decided by a board of directors composed of eight students, two faculty members, and one classified staff member. The directors are selected in annual elections by the membership.

General Services

The Duck Store offers no-charge check cashing, ATM machines, free notary public service, postage stamp sales and a mail drop, a self-service photo copier, UPS package service, and fax service. The store 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.

The Literary Duck offers course book rentals and e-books as well as traditional textbooks. University of Oregon students, faculty, and staff receive at least 10 percent off the publisher's list price on all course books. Students may resell their books at any time. For the best prices and buy-back dates, visit http://uoduckstore.com/literaryduck . Dates are posted on the Duck Store website. Each year the board of directors reviews the book discount. Thousands of book award and school supply scholarships have been awarded since 2003. For more information on the awards program, visit the website.

Author events. The Duck Store hosts literary events within the store and in the campus community. These events are often free and open to the public. Times, dates, locations, authors, and event summaries can be found at the Literary Duck blog, http://www.literaryduckblog.org .

Fiction Book Club. The bookstore's Fiction Book Club brings together book lovers in the community to read and discuss fine literature. Club members receive a 25 percent in-store discount on featured books.

Art and school supplies. The Creative Duck in the store basement houses school and office supplies and a wide variety of art and architecture materials. Local artists frequent the Duck Store for its extensive selection of art supplies and the personal service from its knowledgeable staff.

The art and school supplies department hosts Stop-in Studios with experienced local artists. These are free art demonstrations for students and members of the faculty, staff, and community. Artists share their trade secrets and experience, and special sales are offered on the day of the demonstration. Times, dates, locations, artists, and event summaries can be found at http://uoduckstore.com/creativeduck .

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. The computer department also provides a Kodak instant-print kiosk and fax services.

The Duck Stop gourmet coffee and espresso counter features specialty coffee drinks, food, and snacks. All tips go to local charities.

Sportswear, gifts, and cards. The Spirit Duck carries the latest UO sportswear, gifts, and Oregon memorabilia. Duck Store outlets are located at Autzen Stadium, Valley River Center, and on campus. Profits return to campus and support the discount on course materials, and help other campus units provide benefits for UO students and alumni. Visit the Duck Store main floor for a fun selection of unique gifts, greeting cards, and magazines, or visit the main website.

Knight Law Center

The Duck Store serves the John E. Jaqua Law Library with the Court Café, selling coffee, beverages, and food. Students can pick up law course packets and books, send faxes, and have film developed. Court Café hours can be found on the Duck Store website.

Portland, Tigard, and Bend Locations

For the convenience of students, alumni, and friends of the university outside the Eugene area, the Duck Store sells university sportswear and insignia merchandise at the University of Oregon facility at the White Stag Block in Portland, the Washington Square Mall in Tigard, the Clackamas Town Center in the Portland Metro area, and the Bend River Mall in Bend. For directions to any of these locations, visit http://uoduckstore.com/about/findastore.php .

Internet Store

The Duck Store online is a great resource for reserving course books, ordering merchandise and gifts, subscribing to free newsletters, finding information about current events, and much more.

Erb Memorial Union

Wendy Polhemus, Interim Director

541-346-6064

1228 E. 13th Ave.

http://www.emu.uoregon.edu

The Erb Memorial Union (EMU) is the community center for the University of Oregon. A department of the Division of Student Affairs, the EMU provides facilities, services, and out-of-classroom opportunities that enrich the educational, cultural, and recreational opportunities for the UO community, offering students extracurricular activities that are an integral component of their education.

In addition to the programs and services listed below, the EMU houses a variety of food service options, student lounges, a pool hall, the Campus Copy Center, the photo ID office, the *Oregon Daily Emerald* campus newspaper, the Mills International Center, a computer lab, art galleries, automated teller machines, the university lost-and-found, a convenience store, an information center, and the UPS Store.

The EMU is an auxiliary enterprise of the university and is funded through student incidental fees and earned income.

Board of Directors

The Erb Memorial Union Board of Directors is responsible for making general policy decisions and long-range plans for the Erb Memorial Union. The board allocates the EMU's multimillion dollar budget, assigns space for student organizations, and advises the EMU staff in the union's management and administration. The sixteen-member board comprises twelve students, three faculty representatives, and one EMU staff representative.

Associated Students of the University of Oregon (ASUO)

The ASUO is the student governing body at the University of Oregon. With more than 150 student organizations, the ASUO offers students many opportunities to direct their own programs, become involved in every aspect of student life, and influence the decisions that affect the quality of education at the UO. Many of

these programs have offices in the building, including the Women's Center, Multicultural Center, Survival Center, Men's Center, Designated Driver Shuttle, and the Nontraditional Student Union. For more information, see the Associated Students of the University of Oregon section of this catalog.

Club Sports

Club Sports is a co-ed, competitive, recreational program designed to give students an athletic alternative to existing intramural and intercollegiate programs. The forty-eight Club Sports teams offer a variety of activities that hone students' athletic skills and give them opportunities to represent the University of Oregon in intercollegiate competition across the nation. With the support of two professional staff members, Club Sports teams are initiated and administered by students. Individual club coordinators take responsibility for their teams, while a five-member executive committee oversees allocation of program funds, the future direction of the program, and disciplinary action for team violations. For more information, call 541-346-8025, or visit the website at clubsports.uoregon.edu.

Craft Center

The Craft Center offers workshops in ceramics, woodworking, glassblowing, jewelry, fibers, painting, photography, silkscreen, glass torch working, and many areas of the visual arts in a collaborative environment designed to enhance the student experience in a creative atmosphere free from grades and assignments.

Well-equipped studios are available for use with the purchase of a term pass or day-use fee. Materials and supplies are sold for each studio area. The center's six professional staff members, thirty-five instructors, and thirty student staff members are excellent resources for students' artistic projects. For more information, call 541-346-4361, or visit the website at craftcenter.uoregon.edu.

Cultural Forum

The Cultural Forum presents cultural events in music, film, performing arts, contemporary topics, and the visual arts that reflect the diverse interests of students and encourage a social and educational exchange for both the campus and greater Eugene community. With the support of three professional staff members, twelve student coordinators initiate, negotiate, and promote all forum events and art shows. For more information, call 541-346-4373 or visit the website at culturalforum.uoregon.edu.

Fraternity and Sorority Life

Fraternity and Sorority Life is a leadership and social development initiative housed in the Holden Center. UO fraternities and sororities offer a wide range of opportunities for student development and involvement focusing on leadership, service, academic achievement, and brotherhood and sisterhood. Since all chapters are self-governing, members can gain experience in a variety of leadership roles. For more information, call 541-346-1146.

Holden Leadership Center

The Holden Leadership Center supports the broader university mission by helping students learn to question critically, think logically, communicate clearly, act creatively, and live ethically. For more information, see the **Holden Center** section of this catalog.

KWVA 88.1 FM

KWVA is the campus radio station, broadcasting at 88.1 FM and on the Internet. KWVA broadcasts twenty-four hours a day, 365 days a year. Programs are produced at KWVA in the Erb Memorial Union, and include music, news, and sports. Students and nonstudents are welcome to participate as DJs and as news, sports, production, and marketing volunteers. No experience is necessary. For more information, call 541-346-4091 or visit the website, http://kwvaradio.org .

Moss Street Children's Center

Moss Street Children's Center provides developmentally appropriate child care for infants, toddlers, preschoolers, and school children in kindergarten through the fifth grade. Priority for child-care services is given to enrolled students; however, members of the UO faculty and staff, as well as community families, may also enroll if space is available. Scheduling is sensitive to academic changes (e.g., breaks, finals) and flexible to accommodate course work. Many students work in the program as employees or volunteers and receive practicum credit through various academic departments. The center is located on the edge of campus at 1685 Moss St. For more information, call 541-346-4384 or visit the website, moss.uoregon.edu.

Outdoor Program

The Outdoor Program offers low-cost, cooperative activities such as hiking, rafting, kayaking, backpacking, rock climbing, skiing, and snowboarding. The program also offers low-cost equipment rental, a wilderness resource center, instructional clinics, and bike loans, and hosts numerous events on campus. The Outdoor Program "Barn," home to the equipment rental and bicycle-loan program and a bike maintenance shop, is located five blocks from the EMU, at the corner of University Street and East 18th Avenue. For more information, call 541-346-4365 or visit the website at outdoorprogram.uoregon.edu.

University Scheduling and Event Services

This office facilitates the planning and support for all nonacademic use of UO buildings, rooms, and out-of-door spaces on campus, spending a significant amount of time coaching and helping student groups navigate the campus policies and offering advice on best practices for running their events. For more information, call 541-346-6000 or visit the website at scheduling.uoregon.edu.

UO Ticket Office

This office provides a full range of ticketing and box office services for university student groups and departments, including the University Theatre, UO School of Music and Dance, and Oregon Bach Festival. As a sales outlet for Ticketmaster, TicketsWest, Hult Center, WOW Hall, and Matthew Knight Arena, the Ticket Office sells admission for a broad range of events in Eugene, Portland, and throughout the Pacific Northwest. For more information, call 541-346- 4363 or visit the website at http://tickets.uoregon.edu.

Health Services

Dana Mills, Director

541-346-2770

University Health, Counseling, and Testing Center Building
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 board-certified physicians and nurse practitioners, a dentist, 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 acute illnesses and injuries
2. Preventive health services
3. Ongoing primary care of chronic medical conditions
4. Basic preventive dental services and dental education
5. Specialized care in psychiatry, women's health, sports medicine, and minor surgical procedures
6. Asthma and allergy treatment
7. Medical laboratory and x-ray services
8. Mental health treatment by both primary-care and psychiatric specialists
9. Physical therapy and rehabilitative services, sports medicine and therapy clinics for treatment of injuries
10. Licensed full-service pharmacy, including over-the-counter items

11. Nutrition education
12. Health-promotion services
13. Travel clinic
14. Health insurance program
15. Tobacco-cessation treatment

Hours of Operation. The University Health Center is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; and from 10:00 a.m. to 2:00 p.m., Saturday, fall through spring terms. Summer session hours are 9:00 a.m. to 4:30 p.m., Monday through Friday; closed weekends. The health center is closed between terms except for transfer of existing valid prescriptions and release of medical records.

Appointments. Students are encouraged to make appointments for outpatient care by calling 541-346-2770 during weekday hours. Students who call prior to 10:00 a.m. are given priority for same-day appointments.

A nurse advice line is available when the heath center is closed in the evening, on weekends, and between terms; call 541-346-2770.

Local emergency rooms and after-hours clinics are available for emergency and immediate care when the health center is closed (see below under Charges).

Charges. The University Health Center charges a nominal fee for clinician visits. Additional fees apply for laboratory tests, x-rays, procedures, medications and prescriptions, immunizations and injections, dental procedures, and other special services and supplies. Every effort is made to keep these charges low.

Students who are referred for medical services not available at the University Health Center or who use medical services outside the center are fully responsible for all expenses.

Health Insurance. International students are required to have health insurance. All students are strongly encouraged to have health insurance. Health center staff members can explain how to obtain an itemized statement for insurance purposes, but the center does not bill insurance companies directly. Information about the optional health insurance plan offered by the university can be viewed at the health center website.

Measles and Mumps Immunization Requirement. By state law, students born after December 31, 1956, must show proof of two MMR vaccinations or other acceptable proof of immunity to measles and mumps. International students must show proof of at least two MMR vaccinations or other acceptable proof of immunity to measles and mumps *prior to registering for their first term* (see the health center website for additional information). U.S. students are required to show the same proof of measles or mumps immunization before the beginning of their second term at the university. An MMR vaccination is available from 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 released only with the specific written authorization of the patient, unless required by law.

The University Health Center is a member in good standing with the American College Health Association and is fully accredited by the Accreditation Association for Ambulatory Health Care.

For more information, visit the health center website.

Holden Center for Leadership, Community Engagement, and Social Innovation

Rian Satterwhite, Director

541-346-1146

Erb Memorial Union, Suite 17

The Holden Center (formerly the Ambassador Glen and Mrs. Gloria Holden Leadership Center) serves the University of Oregon community as a clearinghouse for leadership development opportunities, community service, and civic engagement activities. The center staff strives to help students get involved on campus and in the community, providing resources and support for those who want to make a difference. Through its structured

curriculum, leadership programming, general advising, and service-learning offerings, the Holden Center encourages and supports students in their efforts to create positive change in the world.

Fraternity and Sorority Life

For more than 100 years, University of Oregon fraternities and sororities have played an active role in the campus community. The fraternity and sorority community is the largest student organization on campus. Membership provides a wealth of personal development through academic support, leadership activities, athletic recreation, social networking, and community service programming. Fraternities and sororities provide an environment that enhances the learning experience on campus and in the broader community. Many chapters reside in privately owned and operated houses off campus. Greek students strive to highlight the finest qualities among Oregon undergraduate men and women: scholarship, leadership, civic engagement, and friendship. For more information, call 541-346-1153 or visit the website at fsl.uoregon.edu.

Intercollegiate Athletics

Rob Mullens, Director

541-346-4481

Len Casanova Athletic Center
2727 Leo Harris Parkway

Head Coaches

Dana Altman, men's basketball

Tara Erickson, women's soccer

George Horton, baseball

Chip Kelly, football

Vin Lananna, men's and women's cross-country, track and field

Jen Larsen, women's lacrosse

Casey Martin, men's golf

Jim Moore, volleyball

Felecia Mulkey, women's stunts and gymnastics

Ria Quiazon, women's golf

Paul Reber, women's tennis

Nils Schyllander, men's tennis

Paul Westhead, women's basketball

Mike White, softball

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 six National Collegiate Athletic Association (NCAA) track-and-field championships, six 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, 1984, and 2009 as well as cross-country title in 1971, 1973, 1974, 1977, 2007, and 2008.

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, 1980, and 2008 Olympic Team Trials in track and field, and will host the Olympic trials again at Hayward Field in 2012. In addition, the University of Oregon has hosted nine NCAA meets and seven U.S. national championships.

Men's and women's teams in various sports have won conference and regional championships. Many university athletes have won individual national titles and participated in the Olympic Games, World Championships, and other major competitions.
Emphasis on academics and athletics has resulted in the university accumulating sixty-seven Academic All-Americans, four NCAA Top-Eight awards, and twenty-seven NCAA postgraduate scholarship recipients.

The university fields eight sports for men and eleven for women. Men's sports are baseball, basketball, cross-country, football, golf, tennis, and indoor and outdoor track and field. Women's sports include basketball, cross-country, golf, lacrosse, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Stunts and gymnastics is the latest addition to the women's side; intercollegiate competition began during 2009-10. Women's intercollegiate athletics, organized in 1973, joined the Department of Intercollegiate Athletics in 1977.

The University of Oregon belongs to the NCAA; both men and women compete at the Division I level. The longtime organizer of men's athletics, the NCAA, began sponsoring women's championships in the 1981-82 season.

The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

The UO football program-participants in twenty-three bowl games since the 1916 season-has been selected for seventeen postseason appearances in the last twenty-one years, including the 2002 victory at the Fiesta Bowl, which gained for the university the nation's number two ranking, and the 2010 Rose Bowl.

Pac-10 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund

The Duck Athletic Fund, the fundraising arm of the Department of Intercollegiate Athletics, has as its primary mission the funding of athletic scholarships. Home offices are in the Len Casanova Athletic Center on the UO campus; call 541-346-5433. There are branch offices in Bend, Medford, and at the University of Oregon in Portland. The Bend branch is at 425 Powerhouse Dr., Suite 201; call 541-318-9983. The University of Oregon in Portland is at 70 NW Couch St.; call 503-725-3825.

Office of the Dean of Students

541-346-3216

164 Oregon Hall

uodos@uoregon.edu
http://uodos.uoregon.edu

The Office of the Dean of Students helps students derive full benefit from their university experience by 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.

Bias Response Team

Chicora Martin and Kari Herinckx, Coordinators

The purpose of the Bias Response Team is to ensure a just campus. It obtains information and responds 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

Caitlan Hendrickson, Director

Services include mediation, facilitation, interpersonal communication coaching, and other related services. The program's workshops present basic conflict resolution skills. Conflict Resolution Services coordinates the Neutral Observer Program, which provides trained observers at campus events. The presence of observers provides for unbiased witnesses in the event that conflict escalates. Services are confidential and free for

students.

Diversity Education and Support

Kari Herinckx, Director

Diversity Education and Support provides support programs that enhance the educational, cultural, and social development of students with a special emphasis on the unique needs of students of color and historically underrepresented and marginalized student groups. It acknowledges, celebrates, and promotes the diverse cultural experiences of each member of the university community, strives to build collaborative relationships, and advocates for social justice.

Family Programs

Sarah Smith-Benanti, Interim Director

The Office of the Dean of Students offers programs that promote and foster continued participation between students, parents, families, and members of the university staff, resulting in a vibrant campus community. The UO Parent and Family Association serves as a forum for parents and families in this process. Timely information about the university experience is provided to members through a monthly e-newsletter titled *Connections*. In addition, Family Programs sponsors an official family weekend each term of the academic year and facilitates programs for parents of first-year and transfer students during IntroDUCKtion and Week of Welcome. Another role of the Office of the Dean of Students involves coordinating the spring and summer commencement ceremonies.

Nontraditional and Veterans Education and Support

Gretchen Jewett, Director

Nontraditional students-older students, students who are reentering the university after a break, student parents, and veterans-are offered support and assistance specific to their needs.

Honors and Awards

See the **Honors at Oregon** section of this catalog for information about honorary societies, outstanding-student awards, scholarships and prizes, and the Dean's List.

Lesbian, Gay, Bisexual, and Transgender Education and Support Services

Chicora Martin, Director

Understanding and acceptance are essential to creating a welcoming environment for lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally students and members of the faculty and staff. This program develops and provides educational services related to homophobia and heterosexism; assists student organizations and academic units in bringing speakers to campus for educational programs; serves as a referral source for and provides consultation to members of the lesbian, gay, bisexual, and transgender community; offers support services for lesbian, gay, bisexual, and transgender people and their heterosexual allies; and acts as a liaison between the university administration and the lesbian, gay, bisexual, and transgender community.

Sexual Violence Prevention and Education

Abigail Leeder, Director

The Sexual Violence Prevention and Education program utilizes a variety of initiatives to educate and build awareness around complex issues of sexual and dating violence at the University of Oregon. Specific programs include the Alliance for Sexual Assault Prevention and the Sexual Wellness Advocacy Team. The program also provides support for survivors of sexual and partner violence.

Student Conduct and Community Standards

Carl Yeh, Director

The Office of Student Conduct and Community Standards 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.

Substance Abuse Prevention and Student Success

Jennifer Summers, Director

The Substance Abuse Prevention and Student Success program addresses the problem of high-risk drinking and substance abuse on the UO campus and its interference with students' academic and personal success. With evidence-based, comprehensive, and coordinated efforts, staff members of the program collaborate with campus and community partners to provide alternative programming and services to students.

Parking and Transportation

Gwen Bolden, Director
541-346-5444

The Department of Parking and Transportation provides parking options and promotes transportation alternatives for faculty and staff members as well as students and visitors at the University of Oregon. The department's mission is to provide equitable and high-quality service within the scope of available resources. Its goal is to develop and improve transportation demand management by

- Improving accessibility and mobility throughout a changing and complex university environment
- Enhancing interaction with the community
- Utilizing sustainable principles in meeting transportation demands
- Implementing and maintaining information and financial systems

Police Department

Carolyn McDermod, Interim Chief

541-346-2919

541-346-0947 fax

East Station
2141 E. 15th Ave.

http://police.uoregon.edu

The University of Oregon Police Department (UOPD) is responsible for the general safety of the campus community twenty-four hours a day, seven days a week. Its police and public safety officers are the primary law enforcement providers on campus, trained in accordance with standards established by the Oregon Department of Public Safety Standards and Training.

UOPD receives its police powers under the Oregon Revised Statutes (Section 352.383). The department employs state-certified police officers and is currently in the midst of a five- to six-year transition to a fully functional police department. University police officers have the same authority and training as any other police officers in the state.

In addition, under the Oregon Revised Statutes (Section 352.385), UOPD public safety officers maintain limited police powers including stop-and-frisk authority and may make probable-cause arrests. An intergovernmental agreement with the City of Eugene provides UOPD officers with additional citation authority for certain violation and misdemeanor offenses under the City of Eugene Municipal Code (Section 4.035).

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of Oregon prepares an annual report on campus safety and security programs and services.

A copy of the university's annual security report is available on the department website. This report includes statistics for the previous three years about reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University of Oregon; and on public property within, or immediately adjacent to and accessible from campus. The report also includes institutional policies about

campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, and sexual assault. The UOPD also administers the global access management system, provides consultation to campus partners on security systems, provides digital fingerprinting services, and leads the university's facilities security program.

Special Services

High School Equivalency Program

Armando I. Bravo, Recruiter

541-346-0881

1685 E. 17th Ave.

hep@uoregon.edu
http://education.uoregon.edu/HEP

Federally funded and sponsored by the University of Oregon, the High School Equivalency Program is a multicultural, bilingual, alternative education program for migrant and seasonal farm workers. The program offers services to students with a wide range of academic and language skills and provides instruction in social, academic, and critical-thinking skills necessary to pass the general educational development (GED) test and to be placed in college, job training, or employment. The program office is open weekdays from 8:00 a.m. to 5:00 p.m.

McNair Scholars Program

Gail Unruh, Director

541-346-3226
541-346-2184 fax

68 Prince Lucien Campbell Hall

http://tlc.uoregon.edu/mcnair

The McNair Scholars Program assists qualifying undergraduates in using the rich resources of the university to prepare for the challenges of graduate study leading to Ph.D. degrees. Eligible students (low-income, first-generation, or under-represented ethnic group members) receive academic and financial advising, tutoring, and paid research internships with faculty mentors.

In addition, through seminars and individual conferences, students research and select graduate schools, prepare for the Graduate Record Examination, conduct research, write and edit academic papers, and participate in scholarly presentations. The program also provides funding to help participants complete their undergraduate programs and to travel to conferences or visit prospective graduate schools. Supported by a federal Trio grant, the McNair Scholars Program is part of the University Teaching and Learning Center.

Pathway Oregon

Carla Bowers, Coordinator

541-346-3226
541-346-2184 fax

68 Prince Lucien Campbell Hall

http://pathwayoregon.uoregon.edu

The University of Oregon is committed to making a university education affordable for lower-income Oregonians by promising to cover their tuition and fees for four years while they earn their undergraduate degrees. To help students achieve their academic goals and reduce their reliance on student loans, Pathway Oregon advisors help students develop goals, select majors, plan course loads, understand their financial aid packages, and increase their awareness of other campus resources. Eligibility is determined by the Office of Student Financial Aid and Scholarships.

Speech-Language-Hearing Center
Margit Mayr-McGaughey, Director

541-346-6772

HEDCO Education Building

http://education.uoregon.edu/clinic

The Speech-Language-Hearing Center is part of the Communication Disorders and Sciences program at the College of Education. Graduate student clinicians, under the supervision of licensed clinical faculty members, provide high-quality services to individuals with speech, language, cognitive, and hearing disorders. Services include diagnostic evaluations and individual and group therapy to people of all ages and cultural backgrounds. The center provides community outreach and serves as a local, state, and national resource for innovative clinical service and research.

Student Support Services

Deb Casey, Director

541-346-3226
541-346-2184 fax

68 Prince Lucien Campbell Hall

http://tlc.uoregon.edu/sss

Student Support Services offers an integrated program of resources-tutoring, academic and financial advising, noncredit workshops, credit courses, and personal counseling-to students who meet qualifying criteria, who are committed to earning bachelor's degrees, and who could benefit from program services to reach their academic goals.

Funded by a federal Trio grant, Student Support Services provides support to students who have a variety of skills and challenges, from those experiencing significant academic difficulties to others planning to attend graduate or professional schools. Eligibility is determined by parents' educational levels, financial situations, disability factors, and academic need. Student Support Services, located in the University Teaching and Learning Center, is open weekdays, 8:00 a.m. to 5:00 p.m.

Veterans Affairs

Susan M. Eveland, University Registrar

541-346-3119

220 Oregon Hall

http://registrar.uoregon.edu/veterans

The Office of Veterans Affairs, a unit within the Office of the Registrar, helps eligible student veterans, reservists, and military dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs. The office provides basic information about educational benefits administered by both the United States and Oregon veterans affairs offices.

Eligible student veterans should contact the veterans coordinator by telephone, e-mail, or mail as soon as they are admitted to the university. The mailing address is Office of the Registrar, 5257 University of Oregon, Eugene OR 97403-5257. The veterans coordinator is available 8:00 a.m. to noon and 1:00 to 5:00 p.m., Monday through Friday.

Yamada Language Center

Jeffrey Magoto, Director

541-346-4011
541-346-3917 fax
121 Pacific Hall

ylc@uoregon.edu
http://babel.uoregon.edu

The Yamada Language Center is a language and technology center that serves the university community with teaching and learning tools for more than thirty foreign languages. The center is an active partner with the university's language departments, and is home to two programs that focus on less commonly taught languages: the World Languages Academy and the Self-Study Language Program.

The center provides support services to training programs for teachers of second languages and English as a second language. As a research unit, the center brings together faculty members in second-language instruction, education, and related fields to work on individual and collaborative projects in second-language acquisition, teaching methodology, and the development of audio, video, and software instructional media. The center hosts workshops and seminars on topics related to second-language acquisition and instruction.

The center has an extensive collection of audio-video media and computer software, much of it located on the Virtual Language Lab, an online language-learning tool. The center's lounge is open for group work and presentation practice, and also has reading material in a variety of languages.

Student Alumni Association

541-346-2107

1720 E. 13th Ave., Suite 119

uosaa@uoregon.edu
www.uoalumni.com/saa

The Student Alumni Association is an organization of students led by students that maintains University of Oregon traditions and serves the greater community. As the student arm of the UO Alumni Association, the organization seeks to

- generate excitement surrounding university activities and devise new traditions that will create a legacy of student involvement
- increase the career opportunities of students by providing opportunities for them to network with alumni and members of the campus community
- provide leadership opportunities for students in the organizing of campus and community events

Work-Life Resources

Karen Logvin, Director

541-346-2962
541-346-2548 fax

677 E. 12th Ave., Suite 400

http://hr.uoregon.edu/worklife

University Work-Life Resources, a program in Human Resources, assists students and employees in effectively balancing their personal, family, and community life with work and educational responsibilities. 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, faculty members, and UO employees about child care and other family issues.

ASUO Student Child-Care Subsidy. Funded by student incidental fees, the program pays a percentage of child-care expenses for low-income students. UO-affiliated and licensed community child-care expenses are covered. More information and applications are available from the ASUO Executive office, Erb Memorial Union, Suite 4; call 541-346-0632.

Lactation Support Rooms

231B William W. Knight Law Center
30 Prince Lucien Campbell Hall
64 University Health, Counseling, and Testing Center Building
161 McKenzie hall
311 Robert and Beverly Lewis Integrative Science Building

541-346-2962

Five family and lactation support rooms each provide a private, intimate space for student, faculty, and staff mothers to nurse or express milk. UO parents may register to use the room for a term or for a year by contacting the director of Work-Life Resources.

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.

Moss Street Children's Center

541-346-4384

This program accepts children who are between the ages of three months and eleven years. It is described more fully under Erb Memorial Union in this section of the catalog.

Vivian Olum Child Development Center

541-346-6586

The center provides a comprehensive program of early-childhood education for children between the ages of eight weeks and eleven years.

Administered by Human Resources' Work-Life Resources, the center primarily serves faculty and staff families. Student families are guaranteed priority access before community families.

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